Schooling in Guinea

Findings from the GDHS-II 1999

Schooling in Guinea

Findings from the GDHS-II 1999

Ministère de l'Enseignement Pré-Universitaire et de l'Éducation Civique
Conakry, Guinée

ORC Macro
Calverton, Maryland USA

January 2001

Direction Nationale de la Statistique
Ministère du Plan et de la Coopération

U.S. Agency for International Development

Ministère de l'Enseignment Pré-Universitaire et de l'Education Civique

United Nations Population Fund

ORC Macro

ORC Macro

This report summarizes the education data from the second Guinea Demographic Health Survey (GDHS-II) conducted by the Direction Nationale de la Statistique between May and July 1999. Financial assistance for the survey was provided by USAID/Guinea, with additional support from UNFPA, UNICEF, WHO and the World Bank. The design of the education module was supported by USAID's Global Bureau/Human Capacity Development Center (G/HCD) and Africa Bureau/Office of Sustainable Development (AFR/SD). This education report was generated under a new USAID activity, DHS EdData, with the support of USAID/Guinea, G/HCD, and AFR/SD, and the technical assistance of the MEASURE *DHS+* Program of ORC Macro. Critical support for data analysis and report writing was also provided by the Ministère de l'Enseignement Pré-Universitaire et de l'Éducation Civique and by Research Triangle Institute, implementor of the multi-donor-supported activity, the Fundamental Quality and Equity Levels Activity.

Additional information about the Guinea Education Report 1999 may be obtained from Ministère de l'Enseignement Pré-Universitaire et de l'Éducation Civique, Service Statistiques et Planification (MEPU-EC/SSP), B.P. 2201, Conakry, Guinée (Téléphone: (224) 45 47 08; Fax: (224) 41 34 41; E-mail: sspmepu@mirinet.net.gn). Additional information about the GDHS-II, the MEASURE *DHS+* program or the DHS EdData activity can be obtained from ORC Macro, 11785 Beltsville Drive, Calverton, MD 20705, USA (Telephone: 301-572-0200; Fax: 301-572-0999; E-mail: reports@macroint.com; Internet: http://www.macroint.com/dhs; http://www.dhseddata.com).

Recommended citation:

Ministère de l'Enseignement Pré-Universitaire et de l'Éducation Civique,Service Statistiques et Planification [Guinea] and ORC Macro. 2001. *Schooling in Guinea: Findings from the GDHS-II 1999.* Calverton, Maryland USA: Ministère de l'Enseignement Pré-Universitaire et de l'Éducation Civique, Service Statistiques et Planification and ORC Macro.

CONTENTS

Page

TABLES

Page

FIGURES

Page

ACKNOWLEDGMENTS

This report on education is a product of the second Demographic and Health Survey in Guinea (GDHS-II 1999), an operation of national scope that mobilized important financial, material and human resources. This report consists of analysis of the standard DHS education data as well as data collected from an education module integrated into the GDHS-II 1999 questionnaire, and data from the Service Availability Questionnaire (SAQ). The education module and the corresponding education questions in the SAQ constitute Macro's first experience in collecting extensive education data. Although the sample population concerns households, men age 15-59, and women of child bearing age (15-49 years), the module data were collected on children age 6-15 of the women interviewed. Specifically, the child data provides insight on the household demand for schooling through an examination of children's school participation, school costs, and parents' perceptions of schooling. The SAQ data provide additional information on access to and availability of schooling and community knowledge of and attitudes toward education. These data were collected to provide the people who will use the information, in particular those working in education in Guinea, with a useful tool for planning programs and evaluating education policies.

The success of this report was due to the collaboration between a number of people and national and international institutions without whose support this report could not have been possible.

I extend my sincerest gratitude to—

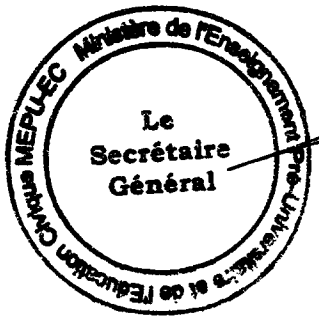
- The Direction Nationale de la Statistique (DNS), which successfully executed this important study.
- Other members of the technical office, the fieldwork personnel and data processors, who contributed, each according to his/her area, to the success of the study.
- The Guinean population for their patience with the long interviews.

I would like to take this opportunity to congratulate all those who participated in preparing the education module and writing the Guinea Education Report.

- Alpha Aliou Barry and Thierno Aliou Barry from the Ministère de l'Enseignement Pré-Universitaire et de l'Éducation Civique
- Hassane Diallo and Jennifer Spratt from the Research Triangle Institute
- Cynthia Chassey, Douglas Lehman, Alpha Ibrahima Bah, and Lamine Sow from the US Agency for International Development (USAID) education team in Conakry
- Linda Padgett and Kim Bolyard from the Global Bureau/Center for Human Capacity Development
- Tracy Brunette and Talaat Moreau from the Africa Bureau/Office of Sustainable Development
- Mohamed Ayad, Kristi Fair, Noureddine Abderrahim, Mamadou Thiam, Monique Barrère, Anne Genereux, Sidney Moore, and Kaye Mitchell from ORC Macro.

Finally, many thanks to our partners in development for the material assistance that made this study possible: United Nations Fund for Population Activities (UNFPA); USAID's Global Bureau/Center for Population, Health, and Nutrition; USAID's Global Bureau/Center for Human Capacity Development; USAID's Africa Bureau/Office for Sustainable Development; and USAID/Guinea Mission.

LE SECRETAIRE GENERAL
DU M.E.P.U-E.C



- SEKOU KABA -

SUMMARY OF FINDINGS

This report is based on education data collected from the 1999 Guinea Demographic and Health Survey (GDHS-II) conducted by the Direction Nationale de la Statistique (DNS) with the technical assistance of Macro International.[1] This survey is the second DHS conducted in Guinea; the first survey was conducted in 1992. The primary purpose of the education questions in the 1999 GDHS-II was to furnish policy makers and planners with detailed information on the state of education, the household demand for schooling, and community perceptions of schooling.

Over the course of the survey, which was conducted between May and July of 1999, 5,090 households, 1,980 men age 15-59, and 6,753 women age 15-49 were successfully interviewed. Education data were collected on 7,929 children age 6-15.

Overall, the level of education of the Guinean population is low. Only 24 percent of females 6 and older and 38 percent of males 6 and older have ever attended school. However, educational participation is increasing over time. For those age 10-14, 42 percent of males and 52 percent of females have no education. Comparatively, for those age 65 and older, 93 percent of males and 96 percent of females have no education. Unfortunately, these changes are occurring more slowly for females than for males. In addition to the disparities between females and males, disparities are also seen in terms of region, area of residence, and wealth. Those from rural areas are more likely than those in urban areas to never have attended school. Specifically, those from Conakry have a substantial advantage in education, compared with those from other regions. Finally, those from wealthier families are more likely to have attended school than those from poorer families. Not surprisingly, these disparities are evident throughout the report.

School attendance in Guinea has surpassed the goal of 53 percent by 2000 that was set by the Declaration of Education Policy in 1989. The gross attendance ratio for primary school is 61 percent and the gross attendance ratio for secondary school is 19 percent. The net attendance ratio is substantially lower; 40 percent at the primary level and 13 percent at the secondary level. Thus, there are large proportions of overage and underage children in primary school. There are disparities by gender, residence, region, and wealth, as well as mother's education. School attendance is highest for wealthy urban males who live in Conakry and who have educated mothers. Gender parity is highest in Conakry, for the wealthiest quintile, and for those with educated mothers. Only 14 percent of children enter school at the official age of seven, with urban children, children from Conakry, children from the highest wealth quintile, and children with educated mothers again having a substantial advantage. There is no gender difference in net intake ratio, while the gross intake ratio shows that boys enroll in greater proportions than girls (gross intake rate of 51 percent compared with 40 percent, respectively). This net intake ratio is lower than the goal of 70 percent set by the Declaration of Education Policy.

Similar to the findings on educational attainment, a low proportion of men (36 percent) and an even lower percentage of women (14 percent) are literate (know how to read). The likelihood of that a person will be literate increases from older to younger age groups; however, the proportion of women who are illiterate still remains extremely high in comparison with men. Five percent of men age 55-59, 23 percent of men age 45-49, and 51 percent of men age 15-19 can read. For women, 8 percent of those age 45-49 and 23 percent of those age 15-19 can read. The urban-rural difference is equally dramatic. Sixty percent of urban men can read, compared with 22 percent of rural men, whereas 33 percent of urban women and only 4 percent of rural women can read.

---

[1] Direction Nationale de la Statistique [Guinea] and Macro International Inc. 2000. *Enquête Démographique et de Santé, Guinée 1999.* Calverton, Maryland, USA: Direction Nationale de la Statistique and Macro International Inc.

The education module explored households' education decision making. The results show that the reasons for children never attending school and starting school overage are similar and do not significantly differ by gender but rather by area of residence. The main reasons for never attending school and starting overage are that the child's labor was needed, the school was not easily accessible, and schooling was too expensive. Accessibility of schools is a more significant problem for rural children, whereas expense is more problematic in urban areas. Lack of student recruitment and lack of room in school were also given as reasons for starting overage.

On average, children quit school at age 12, which would be the end of the primary cycle if they had started schooling at the official age and preceded through the primary grades without repetition. In both urban and rural areas, lack of interest is the reason most often given for leaving school (34 percent and 24 percent, respectively). However, boys are twice as likely as girls to leave school because of lack of interest. Girls, on the other hand, most often quit school because of failure (23 percent). In rural areas, lack of teachers is a significant reason for quitting school (19 percent). As with the reasons for never attending school and starting overage, needing the child's labor was cited more often in urban areas (19 percent) than in rural areas (9 percent).

Cost can be a major impediment to schooling, and the vast majority of student's households spend money on schooling regardless of the student's gender, residence, region, or type of school. Expenditures other than school fees are substantially similar by type between students in public and private schools. Private school students are slightly more likely than public school students to spend money on one or more types of expenditures. On average, households whose children attend private schools pay nearly two and one-half times as much for schooling as do households whose children attend public schools. Most of the difference in total expenditures is due to school fees: households with children in private school pay an average of 92,181 Guinean francs (GF) in school fees; when school fees are subtracted from the total expenditure, there is minimal difference in total expenditures. Strikingly, more is spent on boys than on girls in nearly every category of expenditure—both public and private—and especially for school fees. As expected, expenditures on schooling are much higher in urban areas than in rural areas.

In addition to specific school expenses paid for children attending school, many households make other contributions to schools. Rural households are more likely than urban households to make contributions to schools, except in the case of giving money to teachers, in which case 70 percent of rural households, compared with 85 percent of urban households, give money to teachers. In general, it is more common for households to give money to teachers than to schools (100 percent versus 22 percent).

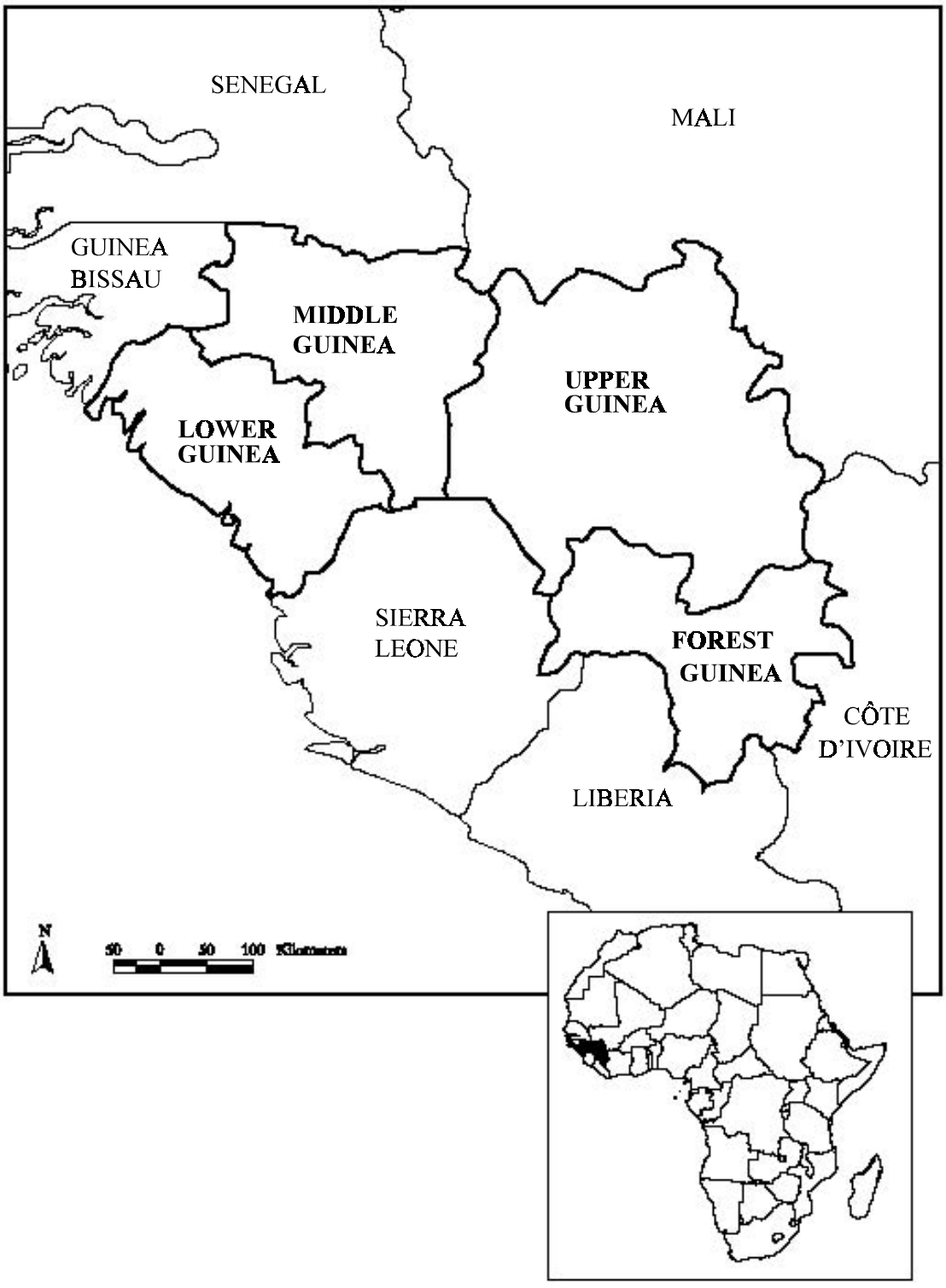
Access to school is also an important barrier to schooling. The average travel time to primary school is much lower in urban areas than in rural areas, with an average estimated travel time of 19 minutes in urban areas and 47minutes in rural areas. The lowest travel time to school is seen in Conakry, with an average estimated travel time of 15 minutes. Attendance decreases markedly with the increase of travel time to school. Thus, the distance to school disproportionately affects rural children.

Similar to the findings on estimated travel time to school, the average estimated distance to the closest primary school is more than four times further in rural areas than in urban areas. Access to a complete cycle of primary school is also much more likely in urban areas than in rural areas. Fifteen percent of rural households do not have reasonable access to a school with all six grades of primary education compared with only 1 percent of urban households. Similarly, 50 percent of urban households have access to a complete cycle of primary school at one location in comparison with 24 percent of rural households.

In most areas, the closest school is a public school; however, in Conakry, there is a much higher proportion of children for whom the closest school is private (34 percent). Multi-grade classrooms are more

common in rural areas than in urban areas (25 percent compared with 16 percent, respectively). Windows and desks are common amenities in schools, but electricity is rare, with only 1 percent of rural households and 34 percent of urban households having electricity. Access to water is also much more common in urban areas than in rural areas (71 percent compared with 29 percent, respectively). Access to sanitation facilities in schools differs by area: more than half of the children in rural households, compared with 18 percent of the children in urban households, attend schools that do not have toilets.

Perceptions of school participation of boys and girls reflect the actual state of education in Guinea: the majority of households believe that boys enroll in greater numbers. Interestingly, the measures suggested for improving enrollment do not differ by gender, except for public-awareness campaigns, which are cited as a measure that should be taken for girls more often than for boys (40 percent versus 27 percent). Contrary to the findings on reasons for never attending school and leaving school, reducing cost is cited more often as an incentive for rural areas than for urban areas. In line with the findings of access to a complete cycle of primary school, rural households find improving access to schools with all six grades a greater incentive for improving enrollment than do urban households.


SENEGAL
MALI
GUINEA
BISSAU
MIDDLE
GUINEA
UPPER
GUINEA
LOWER
GUINEA
SIERRA
LEONE
FOREST
GUINEA
CÔTE
D'IVOIRE
LIBERIA
N
50 0 50 100 Kilometers

CHAPTER 1

INTRODUCTION

Schooling is both a public and a private enterprise that influences both the social and the economic development of individuals and nations. A government's development of informed education policies and programs depends on the evaluation of the provision or supply of education as well as an analysis of the interaction of the supply and demand for schooling among the population. Often, a great deal is known about the supply-side characteristics of a given school system: the number of public, and sometimes nonpublic, schools at each level; teachers' qualifications; student-teacher ratio; book-student ratio; etc.

However, often little is known about the nature of household demand for schooling, other than from estimates of enrollment ratios and student flow rates. In response to this data requirement, an education module was included in the 1999 Guinea Demographic and Health Survey (GDHS-II) that focused on the household demand for schooling—or, more specifically, the decisions households make about how much of what kind of education to invest in for household members. The demand for schooling is shaped by the supply of education, the costs of schooling (monetary and non-monetary), and the perceived benefits of schooling. Monitoring and evaluating these factors is critical to designing and improving programs that increase children's access to and persistence in school.

1.1 GEOGRAPHY

The Republic of Guinea covers 245,857 square kilometers. It is situated in West Africa with more than 300 kilometers bordering the Atlantic Ocean. Guinea Bissau borders on the northwest, Senegal and Mali on the north, the Ivory Coast on the east, and Liberia and Sierra Leone on the south.

Guinea is divided into four distinct natural regions: Lower Guinea (or Maritime Guinea), Middle Guinea, Upper Guinea, and Forest Guinea, covering 18, 20, 40, and 22 percent of the national territory, respectively.

The territory of the Republic of Guinea is divided into eight administrative regions of which Conakry is the capital. There are a total of 33 prefectures and 38 communes, of which five are in Conakry. The prefectures are composed of 341 subprefectures or rural development communities.

The education system in Guinea corresponds to the same eight administrative regions. The Head Education Office is located in Conakry. At the regional level, there is the Regional Inspection Office. At the prefect level, there is the Prefect Education Office and, in Conakry, there is the Communal Level Office of Education. At the subprefecture level, there is the Pedagogical Delegation of the Subprefecture. In each school, there is a parent-teacher association (PTA).

1.2 EDUCATION SYSTEM

1.2.1 Historical Perspective

- *From 1958 to 1984:*

At independence in 1958, the government of the Republic of Guinea implemented a mass teaching system. The primary school program was progressively orientated toward the rural areas with productive work considered an important discipline of the curriculum.

Furthermore, primary schooling was made obligatory. The education system evolved in an economic context characterized by a centralized administration in which the state played an important role. About 24 percent of the national budget was devoted to education, and 35 percent of the education budget was allocated to investment expenses.[2]

In the course of its evolution, the Guinean education system experienced important changes. The reform transformed the foundation of the colonial educational system. This reform occurred within the context of universal education. Each stage of the reform corresponds to an economic, social, and cultural Guinean revolution. The principal stages can be summarized as follows:

- *From 1959 to 1964:* This stage corresponds to the phase of the affirmation of African cultural identity. The principal decisions were the following:
  - Private schools were suppressed in 1961. School became free at all levels and obligatory until the second part of the baccalaureate.
  - Primary-school teaching colleges were created to ensure the training of primary school teachers.
- *From 1964 to 1968:* This stage was characterized by the fundamental restructuring of programs and the curriculum. The principal decisions were the following:
  - The national literacy campaign was created.
  - Written practice of national languages was made obligatory in 1965.
- *From 1968 to 1978:* The socialist cultural revolution was launched on August 2, 1968. The principal decisions were the following:
  - A Council of Administration (C.A.) was created at all teaching institution. The C.A. is composed of students and presided over by the head of the institution.
  - Teaching in national languages was made obligatory. All institutions were set up as Revolutionary Centers of Education.

In 1970, after two years of teaching in national languages, French language as discipline was introduced as a part of the mandatory curriculum in the third year of primary school.

- *1978 to 1984:* This stage was marked by the systematization of decisions made since the beginning of the reforms.

In the early eighties, the education system experienced a strong decline in enrollment. The gross attendance ratio at the primary level dropped from 33 percent in 1979/80 to 27 percent in 1982/83. The number of students enrolled in primary school fell by 17,671 students (from 262,800 in 1979/80 to 245,129 students in 1982/83).

[2] Perrot and Danry. 1986. *IREDU.* Dijon, France.

Measures were taken to improve education for girls. For example, required test scores were lowered for passage to the next class, and a quota system was introduced in exams and competitive examinations.

During this period, UNESCO and the World Bank assisted the education system through the first education project under these reforms. It consisted of the following:

- The creation of a Higher Institute of Training of Professors of Teaching Technique in Matoto
- The renovation of the National Teaching Institute
- The training of teaching personnel.

From 1984 to the present:

With the Second Republic, which began in April 3, 1984, Guinea entered into a new phase of its history. Guinea is resolutely working toward a market economy. Thus, the Guinean education system must adapt scientific, cultural, and technological plans to this new conjuncture. Pursuant to these changes, the first national conference, which was held in Conakry May through June 1984, was on education. This denotes the importance accorded to the education sector in the new context of a market economy. The conference led to the following measures and recommendations:

- The restructuring of the education system
- The improvement the quality of teaching and training
- The strengthening of education planning, administration, and management capacity.

The second national conference on the education reform was held in Conakry in April 1985.

These national conferences redefined education policy. French was reintroduced as the teaching language at all levels, and private schools were authorized.

In 1986, the government undertook a profound reform of the economy and institutions under the Structural Adjustment Program (PAS).

On September 19, 1989, the government adopted a Declaration of Education Policy that defined the principal objectives in curriculum for the period between 1990 and 2000:

- Raise the amount of the national budget spent on education.
- Expand primary schooling.
- Improve the quality of the education system.
- Eliminate the disparities between urban and rural areas as well as between girls and boys.

Therefore, the Declaration of Education Policy became the point of reference for different interventions in the education sector. It gave priority to elementary education and aimed for the following quantitative and qualitative objectives:

1) Quantitative Objectives:

- Attain a first-grade enrollment rate of 70 percent and a gross enrollment rate of 53 percent by 2000. To accomplish this, teachers were to be recruited (from 500 to 1,400 per year) and new classrooms were to be constructed (from 200 to 800 per year).

2) Qualitative Objectives:

- Recruit a sufficient number of well-trained teachers
- Create a teaching pedagogy
- Develop schooling infrastructures according to the national distribution of schools
- Implement compensatory measures to lessen the impact of adjustment on disadvantaged classes and to promote equity through special programs for girls and 7-year-old children and the strengthening of literacy programs.

All of these policies were implemented through the Program of Sectoral Adjustment of Education (PASE), objective of which was to provide means of ensuring quantitative and qualitative development in ensuring a balance between national needs and possibilities and conforming to the Declaration of Education Policy.

The Components of PASE were as follows:

- Administrative restructuring and reinforcement of management and supervision capacities
- Evaluation of human resources and rationalization of initial and continued training of teachers
- Improvement of work conditions in classes, infrastructures, and schooling equipment
- Revision of programs and teaching methods
- Adaptation and dissemination of didactic methods.

The World Bank, the Funds of Aid and Cooperation, and the United States Agency for International Development (USAID) were the principal donors that ensured the financing of PASE. With the support of these collectivities, non-governmental organizations (NGOs), and the international community, the Guinean government implemented PASE in two phases (PASE 1 and PASE 2), which permitted the following between 1991 and 1997:[3]

- Increasing the gross enrollment rate from 32 percent to 51 percent
- Increasing the rate of the first-year gross enrollment ratio from 39 percent to 49 percent

[3] Service Statistique et Planification, Ministère de l'Enseignement Pré-Universitaire et de l'Éducation Civique (SSP/MEPU-EC). Annuaire Statistique: ST-PASE, DAAF, INRAP, SNA, CONEBAT, and IGEPU. Conakry, Guinea: SSP/MEPU-EC.

- Constructing more than 3,000 new classrooms, primarily in rural areas
- Increasing the proportion of the national budget allocated for education from 14 percent to 25 percent
- Improving teaching programs and the production of supports and teaching materials
- Acquiring manuals and guides for primary school and college, the first part of secondary school
- Horizontally and vertically redeploying more than 2,700 primary school teachers to understaffed areas
- Putting in place a national evaluation system to improve curriculum and teaching methods
- Decreeing a special status for teachers
- Decreasing the illiteracy rate from 74 percent to 69 percent
- Evaluating NAFA centers, second-chance schools for youth age 10-16 who have little or no education
- Evaluating Technical and Artisan Education Centers (CETA) that prepare youth for the workplace.

1.2.2 Organization of the Education System

The education system is managed by three ministerial departments: the Ministry of Pre-University Education and Civic Education (MEPU-EC), the Ministry of Teaching and Professional Training (MET-FP), and the Ministry of Higher Education and Scientific Research (MESRS).

The structure of the Guinean education system is identical to other French-speaking African countries and comprises the levels below:

Primary School:

Primary school has a duration of six years and is completed with an exam at the end of the cycle, which results in the Certificate of Primary Elementary Studies (CEPE) (sixth year). The official age for first grade is 7 years, but due to premature and late starters, children older and younger than 7 can be found in first grade.

For the school year 1999-2000,[4] 790,497 students attended primary school out of a population of 1,392,296 school-age children, producing a gross enrollment rate of 57 percent. Female students made up almost 40 percent of the total children in school and had a gross attendance rate of 44 percent.

[4] SSP/MEPU-EC. 2000. *Annuaire Statistique Enseignement Primaire 1999-2000.* Conakry, Guinea: MEPU-EC.

Pre-school (nursery school, kindergarten, nurseries, etc.) comes under the Ministry of Social Affairs, Promotion of Women and Children.

General Secondary School:

General secondary school is composed of two cycles. The first cycle lasts four years (7th through 10th year) and includes the Certificate of Studies of the First Cycle. The second cycle, which lasts three years (11th through graduation), is completed by the baccalaureate exam (1st part in the 12th year and 2nd part at graduation) in three disciplines: social science, experimental science, and mathematics.

Technical School and Professional Training:

Technical school and professional training develops professional competencies by training students in practical handwork. The duration of training is three years. At the completion of the program, the Certificate of Professional Studies or Certificate of Advanced Technician (BTS), depending on where one studies (type A and B institutions, respectively), is granted. Six technical and professional training institutes ensure initial and continued training; they include centers for professional training, specialized centers for professional training, community health schools, teaching schools, national specialty schools, and continuing training institutions.

Upper-level Teaching and Scientific Research:

Upper-level teaching and scientific research requires study beyond the baccalaureate gained in the universities and higher learning institutes/post-secondary institutions. The duration of studies varies between two and six years according to discipline. Five types of diplomas are granted at the level of Institutions of higher learning: the DEUG, the License, the Masters, the DEA, and the Doctorate in Medicine and Pharmacy. Training for upper-level teaching and scientific research is offered by the five training institutes, seven research institutions, and four documentation centers.

Nonformal Education (Literacy and NAFA Centers):

Nonformal education concerns all of the activities of training structured and organized in the vocational arena. The two main nonformal education activities are literacy centers and NAFA[5] centers. General literacy centers are located in quarters or villages, but specialized, work- orientated literacy programs also exist. NAFA centers are second-chance schools that enroll children with little or no education age 10 to 16 years. They contribute to the overall education vision in Guinea by offering the young the opportunity to acquire basic skills in reading, writing, and arithmetic as well as reasoning ability, know-how, and useful values, so that they can actively participate in the development of their community. NAFA centers offer a passage from non-formal to formal education and favor equality between urban and rural areas and between males and females.

1.2.3 Challenges

Despite the results achieved, important problems persist on many levels. The disparity between the level of education of girls and that of boys (gross enrollment ratio of 37 percent compared with 66 percent) continues to increase. Similarly, the disparities continue between urban and rural areas. For example, the

[5] NAFA is a common expression that signifies advantage in certain national languages (Soussou, Poular, Maninka). Used in this context, it expresses the benefits gained by listeners.

regions of Labé and Mamou educate only a third of their children with gross enrollment ratios in 1998 of 36 percent and 38 percent, respectively. The capital, Conakry, had a gross enrollment ratio of 84 percent, while the national average was 51 percent.[6]

In addition, the number of students per classroom is about 50, with even higher numbers in some parts of Conakry and in certain villages, where it can reach 100 students per classroom.
The consequence of all these insufficiencies is that high repetition rates continue to exist at all levels. For example, the repetition rates increased regularly between 1990 and 1996 (from 19.8 percent to 25.4 percent). The repetition rate has increased with the institution of rigorous examination requirements at the end of each schooling level. Currently, the repetition rate is 28 percent.

In the second phase of PASE (PASE 2), the reform goals remained the same, that is PASE 2 is consolidating the gains of PASE 1 and concentrating efforts on the challenges regarding education quality, management efficiency, and equity.

The lack of financial resources, well-trained teachers, school infrastructure, equipment, and teaching materials impede the government's efforts to remedy the situation. In part, the problem the education sector faces concerns improving access. The other part concerns equality of education, the products of the education system, and training in regard to the needs of development.

It seems clear that this problem calls for a wide and multidimensional program that takes into consideration the formal education system (elementary, first cycle of secondary, professional training), the nonformal system (literacy, NAFA centers, integrated schools) and the informal system by the integration of improved endogenous technologies with the productive activities of the neo-literate populations.

The objectives are to educate the majority of children age 6-16 years; have 55 percent of the population literate; strengthen the quality, efficiency, and relevance of the curriculum; and offer a system of professional and technical training to meet the needs of development with the horizon of 2003 in mind. These objectives are all inscribed in *Guinea Vision 2010*, the government's platform for development through the end of the next decade.

The program Education for All will strengthen the gains for universal education. The general objective of the program is universal education at the basic level by 2007, with the consolidation and stabilization of this result by supported efforts until 2010.

The axes of intervention are the following:

1) Universal education, starting with children born since 1995
2) Improvement of teaching quality
3) Development of literacy programs
4) Strengthened capacity of decentralized management
5) Development of teaching techniques and professional training.

[6] SSP/MEPU-EC. 1998. *Annuaire Statistique Enseignement Primaire 1999-2000.* Conakry, Guinea: SSP/MEPU-EC.

1.3 METHODOLOGY

1.3.1 Institutional Background

This report presents data from the 1999 Guinea Demographic and Health Survey, which was conducted between May and July 1999 by the Direction Nationale de la Statistique. Financial assistance for the survey was provided by USAID/Guinea, with additional support from UNFPA, UNICEF, WHO, and the World Bank. The design of the education module was supported by USAID's Global Bureau/Human Capacity Development Center (G/HCD) and Africa Bureau/Office of Sustainable Development (AFR/SD). This education report was generated under a new USAID activity, DHS EdData, with the support of USAID/Guinea, G/HCD, AFR/SD, and the technical assistance of the MEASURE *DHS+* program of ORC Macro in Calverton, Maryland. Critical support for data analysis and report writing was provided by the Minister de l'Enseignement PréUniversitaire et de l'Éducation Civique and by the Research Triangle Institute, implementer of the multi-donor-supported activity, the Fundamental Quality and Equity Levels Activity.

1.3.2 Objectives

In addition to the standard DHS education questions, the 1999 GDHS included a section of education-specific questions, a module that addressed issues relevant to the education of children age 6-15, with a focus on primary schooling. Additional education questions were also incorporated into the Service Availability Questionnaire. The objectives of the 1999 GDHS in regard to education data were to—

- Provide national-level data, which allows the calculation of educational attainment and school attendance rates
- Assess the household demand of schooling through an examination of children's school participation and the costs and benefits of schooling
- Assess household and community knowledge of and attitudes toward education.

1.3.3 Questionnaires

The GDHS used four types of questionnaires: the household questionnaire; the women's questionnaire; the men's questionnaire; and the Service Availability Questionnaire. These questionnaires were translated into the main national languages of Guinea (Soussou, Poular, Malinka, Kissi, Toma, and Guerzeé).

Household questionnaire

The household questionnaire was used to list the names and certain individual characteristics of all of the household members and visitors who had spent the previous night in the household. Basic information was collected for each person, including his/her name, and his/her relationship to the head of the household. In addition, the Household Questionnaire collected information on characteristics of the household's dwelling unit, such as the source of water, type of toilet facilities, materials used for the floor of the house, and ownership of various consumer and durable goods. The main purpose of the household questionnaire was to identify women (age 15-49) and men (age 15-59) who were eligible for the individual questionnaires.

The education questions allow for the production of nationally representative education statistics on 1) educational attainment levels for those over 5 years old and 2) attendance ratios and intake rates for those

age 5-24. The questions asked of those age 6 and older include the highest level of schooling attended, and highest grade completed at that level. The questions asked about those age 5-24 include questions about whether the person is currently attending school, or attended school earlier in the school year, and if so, at what level and grade. The same attendance questions were asked about the preceding year in order to estimate the rates of dropout and repetition. However, the dropout and repetition data will not be presented because the relative errors are large for these data suggesting the results should be used with extreme caution (refer to sampling errors in Appendix B).

Women's questionnaire

The women's questionnaire collected information from women age 15-49. The primary focus of the women's questionnaire was to collect data on reproductive history; knowledge and use of family planning methods; pregnancy and breastfeeding; marriage; fertility preferences; and other topics of interest in the population, health, and nutrition fields.[7] In addition to the standard demographic and health questions, the women's questionnaire included an education module, which collected data from eligible women on each of their children within the age range of 6-15 (see Section 7 of the questionnaire, Appendix D). Women 15-49 were asked questions about the education of each of their children within the 6-15 age range, regardless of the child's residential status. These questions focused primarily on those children in primary school, thus only limited data were collected on those who were in secondary school. The education module included both child specific questions that were asked for each of the woman's children and general education questions that were asked only once.

The questions in the education module supplement the education-related data collected elsewhere in the survey. The module includes child-specific data on the following:

- **School-age children's schooling status:** This section of questions asked whether the child had ever attended school and, if not, why the child had never attended. For each child who had attended primary school, questions were asked about the child's age at first school attendance, the child's frequency of attendance, and the grade level attended during the current school year and the previous school year. These questions act as filters for subsequent questions about each child's repetition of grades, dropout, absenteeism, type of school attended, and household expenditures on his/her schooling.

- **Repetition of school grades:** These questions determined whether children who had ever attended school had ever repeated a grade.

- **Dropout during primary school:** These questions addressed the issue of whether children had dropped out of school, and if so, the age at which the child left school and the main reasons for dropout. Children may leave school for any number of reasons—because of parental or child perceptions about the usefulness of further schooling, problems with school access or school quality, household labor needs, and the monetary costs of schooling. Data on the reasons for dropout may suggest avenues for public policy or social marketing campaigns targeted at removing obstacles to further education.

- **Absenteeism:** Questions included, for children attending school, how many days in a two-week period school was in session and for how many of those days the child attended

[7] See the Demographic and Health Survey report for a complete listing of topics, for the full questionnaire, and for results of the GDHS.

school. For children who were absent at some point during the two-week period, mothers were asked the main reason for the child missing school. An understanding of the reasons for student absenteeism may suggest ways of increasing the frequency of attendance.

- **Type of school attended:** This question provided data on the type of school attended by each child in school: public, private secular, private religious, or other. This question provides information on participation rates in the public and private school systems.

- **Expenditures on primary schooling:** A series of questions provided data on per-child expenditures on schooling, including school fees, uniforms, books, and other expenses. Also included was a question on which of the expenses was most difficult for the household to pay.

The general education questions, which were asked of each mother only once, explored the following:

- **Distance to school:** These questions collected data on the most commonly used mode of transportation to the nearest primary school and the time it takes to get there by that mode of transportation. The time it takes to get to school can be used as a measure of access to schooling and of the cost to the household of the travel time.

- **Intra-household decision-making on schooling:** These questions evaluated the household education-related decision making process (among mothers of children age 6-15, who were either married or living with a partner) including whether children attend school, at what age they begin school, how much money is spent on schooling, and when children stop attending school.

- **Availability of school books in the community:** This question collected data on whether school books were available for purchase or rental within the community. In Guinea, it is of concern to policymakers that some communities may have inadequate access to books required for school.

- **Household and community support for schooling:** These questions provided data on various kinds of household and community contributions of time and money to local primary schools and teachers. Also included were questions on the existence of an active parent-teacher association in the community.

Men's questionnaire

The men's questionnaire was a shortened version of the women's questionnaire, which collected similar information. In this education report, only data on men's literacy and educational attainment rates are presented from the men's questionnaire.

Service Availability Questionnaire

The Service Availability Questionnaire, or community questionnaire, collected information on the provision of health and education services in the communities surveyed for the GDHS. The education questions included in the community questionnaire provide community-level information on the type of schools available in the community and in surrounding communities, as well as data on community participation in schooling and attitudes and beliefs about education. This questionnaire was administered to four or more community informants who were knowledgeable about the community. The respondents were interviewed together in the administrative center of the community.

In this report, data from the community questionnaire are presented at the household level. In other words, responses to questions about the distance to the nearest primary school, for instance, given by the community informants, are applied to all the households in that enumeration area (EA) or cluster. Applying the community data at the household level produces nationally representative results when the appropriate household weights are applied.

The education questions in the community survey collected data on the following:

- **Location of and distance to closest primary school:** Data were collected on the distance to the primary school that was closest to the center of the community and on whether this school was located in the same community or outside the community.

- **School characteristics:** Community informants were asked questions about the characteristics, facilities, and amenities at the nearest primary school, including school type (public, private, or religious); the quality of the school buildings; overcrowding in classrooms; and access to electricity, water, and toilets.

- **School enrollment and persistence:** These questions collected data on informants' perceptions of whether roughly the same number of boys and girls enrolls in school and whether the same number of boys and girls finishes primary school. Informants were also asked the main reason girls do not finish primary school. Finally, informants were asked what factors would be most likely to increase the number of boys attending school and the number of girls attending school.

1.3.4 Sample Design

The target sample size for the GDHS was 8,000 women of reproductive age (15-49 years) and 2,000 men (age 15-59 years). A sample of 293 primary sampling units or enumeration areas was selected from a sampling from the 1996 Recensement Général de la Population et de l'Habitation. Five domains were identified: Lower Guinea, Middle Guinea, Upper Guinea, Forest Guinea, and Conakry. The sample is stratified, weighted, and representative at the national level, by urban-rural residence and by natural region.

The sample was selected in two stages. In the first stage, 293 clusters were selected with a probability proportional to size. Then, within each selected enumeration area (EA), a complete household listing and mapping exercise was conducted, forming the basis for the second-stage sampling. From the household lists, households to be included in the GDHS were selected with probability inversely proportional to size, based on the household listing.

The number of selected households in each cluster varied between 10 and 40. In total, 5,465 households were selected from the listing. Of those 5,216 households were located and 5,090 were successfully interviewed, producing a response rate of 98 percent.

In the 5,090 households interviewed, there were 7,117 women eligible for the women's survey. In a sub-sample of 1,685 households interviewed, there were 2,196 men age 15-59 eligible for the men's survey. Of the eligible women, 6,753 were successfully interviewed, resulting in a response rate of 95 percent. Of the 2,196 eligible men, 1,980 were interviewed, at a response rate of 90 percent.

Table 1.1 Results of the household and individual interviews

Number of households, number of interviews and response rates, according to urban-rural residence, Guinea 1999

Result	Residence		Total
	Urban	Rural	
FEMALE			
Household interviews			
Households sampled	1,714	3,751	5,465
Households found	1,651	3,565	5,216
Households interviewed	1,584	3,506	5,090
Household response rate	95.9	98.3	97.6
Individual interviews: women			
Number of eligible women	2,474	4,643	7,117
Number of eligible women interviewed	2,344	4,409	6,753
Eligible woman response rate	94.7	95.0	94.9
MALE			
Household interviews			
Households sampled	568	1,237	1,805
Households found	548	1,183	1,731
Households interviewed	521	1,164	1,685
Household response rate	95.1	98.4	97.3
Individual interviews: men			
Number of eligible men			
Number of eligible men interviewed	842 751	1,354 1,229	2,196 1,980
Eligible man response rate	89.2	90.8	90.2

1.3.5 GDHS-II 1999 Personnel and Calendar of Activities

The survey was conducted by the Direction Nationale de la Statistique. The co-directors of the DNS supervised the GDHS, while the technical director of the DNS organized the work and handled the administrative, financial, and other matters. The technical director was assisted by 3 demographers, 5 statisticians, 2 data processors, a secretary, and an accountant. Technical support was provided by Macro International. Other government departments and services (health, education, the university, SNAPE, etc.) and NGOs (CEPETAF, PSI/OSFAM, PRISM) assisted the technical team in adapting and translating the questionnaires. National consultants from the Direction Nationale de la Statistique worked on the first version of the national report.

The GDHS was conducted in three principal stages: the household listing of sample zones (from February to April 1999), the pretest (December 3 to 9, 1999) and the main survey (May to July 1999). Five teams of three people each mapped the clusters and conducted the household listing operation. These same teams also implemented the community survey.

Ten interviewers were trained and conducted the pretest. The pretest fieldwork, which lasted one week, was conducted in two survey areas that were not part of the main sample: one urban area in Conakry and one rural area not far from the capital (Khouria in Coyah). After the pretest, problems in the implementation of the survey were identified and resolved, including issues surrounding the anthropometric measurements, translation, various aspects of interviewer performance, and fieldwork logistics.

The training for main fieldwork lasted three weeks. Permanent staff from the Direction Nationale de la Statistique, guest lecturers, and staff and consultants from Macro International trained interviewers and data entry operators. The training course consisted of instruction in general interviewing techniques, field procedures, a detailed review of items on the questionnaires, instruction and practice in weighing and measuring children, and mock interviews between participants in the classroom. The training was conducted first in French and then in local languages. Finally, the interviewers practiced interviewing in the field in French and local languages.

1.3.6 Training and Fieldwork/Data Collection

The community survey, conducted in all clusters, was conducted at the same time as the cluster mapping.

After the training of field staff for the main survey was conducted in April 1999, ten teams (each consisting of four female interviewers, one male interviewer, the team supervisor, and a driver) visited the 293 selected clusters to conduct the main survey. Two teams per region worked under the direction of a regional coordinator. The data collection started in late April in Conakry, where all the teams worked for the first five days to allow for intensive quality control and for the resolution of problems encountered. The technical team met frequently while supervising fieldwork, in order to assess the work conditions of each team, control work quality, resolve problems that teams encountered, supply necessary items to teams, and transport the completed questionnaires to Conakry. Fieldwork lasted three months.

1.3.7 Data Processing

All the questionnaires for the GDHS were returned to the Direction Nationale de la Statistique for data processing, which consisted of office editing, coding of open-ended questions, data entry, and editing of computer-identified errors. All data were processed on microcomputers. Data entry and editing were accomplished using the computer program ISSA (Integrated System for Survey Analysis) developed by Macro International Inc.

1.3.8 Level of Analysis

The GDHS-II 1999 is a multidisciplinary survey covering important demography, health, and socioeconomic issues and collecting a large amount of information representative of the population of Guinea. The data presented in this report were collected at different levels: the household, women age 15-49, and the community. Thus, the data presented are representative of different populations depending on the particular section of the survey from which the data come (i.e., the entire population, the population age 6-24, women age 15-49, children of these women who are age 6-15, and men age 15-49).

The data presented are linked across different questionnaires to explore the relationship between the household and the child's education as well as the relationship between the mother's education and the child's education. In particular, a wealth index was created from the household indicators, such as household possessions, the dwelling's floor material, the household's water source, etc.[8] These linkages across sections of the survey were applied where the sample size was sufficient and the linkage added analytical value.

[8] The asset index measures socioeconomic status in terms of assets or wealth, rather than in terms of income or consumption. The asset information was gathered through the GDHS-II household questionnaire. The assets used to form this index include electricity, radio, television, refrigerator, bicycle, motorcycle, car, telephone, persons per sleeping room, water source, sanitation facilities, and type of flooring. Each household asset used for the index was assigned a weight generated through principal components analysis, which calculated the importance of each element of the index. These asset scores were standardized in relation to a standard normal distribution and then used to create the break points that define the wealth quintiles.

CHAPTER 2

EDUCATIONAL ATTAINMENT AND PARTICIPATION OF HOUSEHOLD POPULATION

2.1 EDUCATIONAL ATTAINMENT OF HOUSEHOLD POPULATION

In each household, for all persons age 6 or older, data were collected on level of education and the last grade completed at this level. This information permits the calculation of the level of education of the entire Guinean population age 6 and older. Tables 2.1.1 and 2.1.2 present, for each gender and by age, the distribution of household members according to level of education. Overall, the level of education of the Guinean population is low: 24 percent of females and 38 percent of males have attended school. At every level, females have a much lower level of education than males. Three out of four Guinean females have never attended school, one in six has a primary-school education and a very small proportion have a secondary education or higher (4 percent). In comparison, 60 percent of males have never attended school, 26 percent have a primary-school education, and 12 percent have a secondary education or higher.

Table 2.1.1 Educational attainment of male household population

Percent distribution of the de facto male household population age 6 and over by highest level of education attained, according to selected background characteristics, Guinea 1999

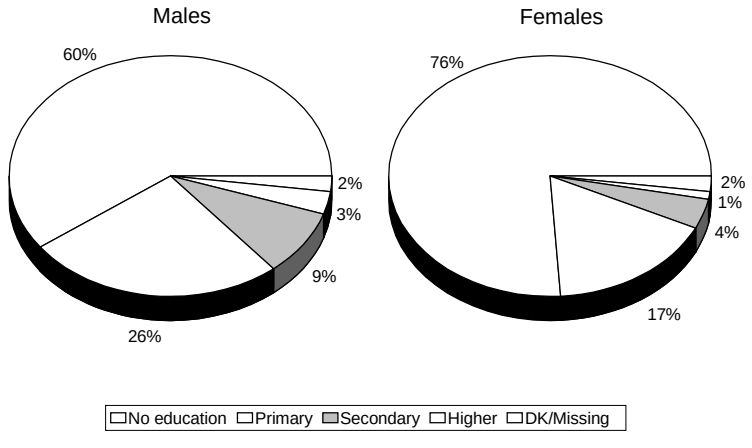
Characteristic	Level of education					Total	Number of males
	No education	Primary	Secondary	Higher	Don't know/ Missing		
Age							
6-9	65.3	32.4	0.0	0.0	2.3	100.0	2,418
10-14	41.9	55.4	1.6	0.0	1.1	100.0	2,385
15-19	43.6	33.5	21.7	0.1	1.1	100.0	1,558
20-24	50.8	16.7	29.6	1.6	1.3	100.0	974
25-29	59.1	17.3	16.5	5.9	1.3	100.0	904
30-34	56.2	16.0	20.0	6.4	1.4	100.0	719
35-39	64.8	12.5	15.2	6.5	1.0	100.0	728
40-44	62.2	11.7	11.8	12.7	1.7	100.0	589
45-49	67.2	10.6	7.8	13.0	1.5	100.0	609
50-54	78.6	8.3	2.9	8.8	1.4	100.0	413
55-59	87.5	4.7	2.2	4.4	1.2	100.0	396
60-64	91.5	3.6	0.8	1.8	2.4	100.0	355
65+	92.9	2.3	1.0	0.9	2.9	100.0	820
Residence							
Urban	33.8	38.0	19.3	7.3	1.7	100.0	4,083
Rural	71.9	20.7	4.9	1.0	1.6	100.0	8,803
Region							
Lower Guinea	61.0	26.8	8.6	2.3	1.3	100.0	2,521
Middle Guinea	73.4	18.5	4.5	1.0	2.6	100.0	3,025
Upper Guinea	76.4	17.2	3.9	1.4	1.1	100.0	2,195
Forest Guinea	55.9	30.6	10.0	2.2	1.2	100.0	2,931
Conakry	28.4	38.8	21.8	9.2	1.7	100.0	2,214
Total	59.8	26.1	9.4	3.0	1.6	100.0	12,886

Table 2.1.2 Educational attainment of female household population

Percent distribution of the de facto female household population age 6 and over by highest level of education attained, according to selected background characteristics, Guinea 1999

Characteristic	Level of education: No education	Primary	Secondary	Higher	Don't know/ Missing	Total	Number of females
Age							
6-9	71.2	26.3	0.0	0.0	2.5	100.0	2,420
10-14	59.0	38.7	1.1	0.0	1.2	100.0	2,303
15-19	68.5	21.3	9.6	0.1	0.5	100.0	1,399
20-24	74.9	11.8	10.9	1.4	1.0	100.0	1,129
25-29	79.6	10.9	5.4	2.3	1.8	100.0	1,307
30-34	81.3	8.0	7.3	2.3	1.2	100.0	1,008
35-39	83.8	5.9	5.5	3.0	1.8	100.0	980
40-44	84.5	5.4	4.6	3.2	2.2	100.0	662
45-49	88.6	2.9	4.1	2.6	1.8	100.0	558
50-54	93.2	2.2	0.8	0.1	3.7	100.0	613
55-59	95.7	1.2	0.5	0.7	2.0	100.0	402
60-64	96.1	0.7	0.0	0.0	3.3	100.0	399
65+	96.4	0.5	0.2	0.4	2.5	100.0	560
Residence							
Urban	51.7	33.3	10.5	3.1	1.4	100.0	4,158
Rural	87.1	9.7	1.1	0.1	2.0	100.0	9,600
Region							
Lower Guinea	78.9	16.1	2.7	0.6	1.6	100.0	2,673
Middle Guinea	85.5	9.7	1.8	0.2	2.8	100.0	3,595
Upper Guinea	87.3	9.4	1.5	0.4	1.4	100.0	2,177
Forest Guinea	80.2	15.5	2.5	0.3	1.5	100.0	3,104
Conakry	42.3	38.4	13.3	4.6	1.5	100.0	2,210
Total	76.4	16.8	3.9	1.0	1.8	100.0	13,758

Figure 2.1
Educational Attainment of the Household Population Age 6 and Over



GDHS-II 1999

The results by age group illustrate that the universal education initiatives have increased education for younger generations. For both males and females, the proportion of people without education decreases from older generations to younger generations. For example, the proportion of males who never attended school decreases from 93 percent for those 65 and older to 42 percent for those 10-14 years old. As with males, the level of education improves with younger generations of females. Ninety-six percent of females age 65 and older have no education, compared with 59 percent of females age 10-14. Improvements in school participation are occurring more slowly for females than for males.

The results also show important disparities according to region and area of residence. In rural areas, 72 percent of males and 87 percent of females have never attended school, whereas in the urban areas these proportions are 34 percent and 52 percent, respectively. The same differences appear by region, in particular, between Conakry and the rest of the country. Conakry occupies a privileged status with 72 percent of males and 58 percent of females having attending school. Elsewhere, the regions of Middle Guinea and Upper Guinea have the highest proportions of non-educated people. Forest Guinea has a relatively low proportion of non-educated males (56 percent); by contrast, this proportion remains very high for females (80 percent).

2.2 SCHOOL ATTENDANCE

The data collected also permit the calculation of net and gross attendance ratios, which are presented in Table 2.2 by school level, sex, residence, and region. The net attendance ratio (NAR) indicates participation in schooling among those of official school age, which is 7-12 years for primary and 13-19 years for secondary. Thus, the primary NAR is the percentage of children age 7-12 who attend primary school by the total population of children age 7-12. An NAR of 100 percent would indicate that all of the children in the official age range for the level are attending that level. The gross attendance ratio (GAR) indicates participation in schooling among youth of any age, from age 6-24, expressed as a percentage of the school-age population for that level of schooling. Thus, the primary GAR is the percentage of children attending school, regardless of age, divided by the total population of children age 7-12. The GAR can exceed 100 percent, if there is significant overage or underage participation at that level of schooling. The difference between these ratios indicates the incidence of overage and underage participation.

In Guinea, the NAR is low, with less than 40 percent of children age 7-12 attending primary school and only about 13 percent of youth age 13-19 attend secondary school. In addition, the NAR is substantially higher for males than for females at both the primary level (46 percent versus 33 percent) and the secondary level (17 percent versus 8 percent). Disparities by area of residence and region are also substantial. In urban areas, the proportion of primary-school-age children who attend primary school is 2.5 times higher than in rural areas (70 percent versus 27 percent). Nearly 8 of every 10 children age 7-12 attend primary school in Conakry, compared with less than one in four children in Central and Upper Guinea (23 percent).

Table 2.2 School attendance ratios

Net attendance ratios (NAR) and gross attendance ratios (GAR) for the de facto household population age 6-24, by gender and selected background characteristics, Guinea 1999

Characteristic	Net attendance ratio (NAR)[1]			Gross attendance ratio (GAR)[2]			Gender parity index	Number of children
	Gender			Gender				
	Male	Female	Total	Male	Female	Total		
PRIMARY								
Residence								
Urban	77.0	63.7	70.1	129.7	95.0	111.6	0.7	1,869
Rural	33.6	20.5	27.1	52.2	27.5	40.0	0.5	4,629
Region								
Lower Guinea	47.7	36.4	42.3	73.0	51.9	62.9	0.7	1,325
Middle Guinea	27.5	19.4	23.3	43.4	26.0	34.5	0.6	1,776
Upper Guinea	28.0	18.6	23.4	49.1	26.2	38.1	0.5	1,069
Forest Guinea	54.2	33.2	43.5	89.5	43.7	66.1	0.5	1,397
Conakry	86.2	71.7	78.6	139.7	111.0	124.7	0.8	931
Asset index								
Lowest quintile	23.7	11.8	17.6	38.4	15.7	26.8	0.4	1,289
Second quintile	26.7	11.3	19.3	39.3	14.5	27.3	0.4	1,305
Middle quintile	37.4	23.9	31.0	58.0	31.0	45.1	0.5	1,285
Fourth quintile	59.8	44.4	52.2	99.3	62.0	80.8	0.6	1,345
Highest quintile	83.3	72.1	77.3	138.7	109.6	123.0	0.8	1,277
Mother's education[3]								
No education	42.1	27.7	35.1	60.6	38.0	49.5	0.6	4,018
Some education	80.4	72.1	76.2	118.3	98.3	108.2	0.8	579
Mother not in household	42.9	33.7	38.1	91.0	52.6	70.9	0.6	1,802
Total	45.5	33.4	39.5	73.6	47.7	60.6	0.6	6,499
SECONDARY								
Residence								
Urban	32.1	17.4	24.9	52.2	24.3	38.5	0.5	1,700
Rural	8.7	2.3	5.7	11.4	2.9	7.4	0.2	2,847
Region								
Lower Guinea	23.5	5.0	14.3	29.0	6.3	17.8	0.2	895
Middle Guinea	10.8	5.9	8.5	14.9	6.6	11.1	0.4	1,057
Upper Guinea	6.5	4.4	5.6	11.0	5.7	8.7	0.5	728
Forest Guinea	16.1	4.6	10.8	24.9	7.2	16.7	0.3	1,012
Conakry	32.3	19.3	25.3	57.7	28.0	41.6	0.5	856
Asset index								
Lowest quintile	4.4	0.3	2.4	7.0	0.3	3.6	0.0	778
Second quintile	5.2	0.6	3.1	6.8	0.6	3.9	0.1	730
Middle quintile	10.0	2.6	6.7	13.3	2.9	8.6	0.2	854
Fourth quintile	19.9	9.4	15.0	31.0	12.9	22.5	0.4	994
Highest quintile	36.8	19.9	28.4	57.9	28.0	42.9	0.5	1,191
Mother's education[4]								
No education	5.4	3.0	4.3	5.8	3.3	4.7	0.6	1,740
Some education	19.6	18.0	18.8	24.4	21.0	22.8	0.9	193
Mother not in household	23.1	9.5	16.4	36.7	13.6	25.2	0.4	2,978
Ensemble	17.2	8.1	12.9	26.3	11.1	19.0	0.4	4,547

Note: "Some" education includes people who attended one or more years of primary school, through higher education.

[1] The NAR for primary school is the percentage of the population of primary school age (7-12 years) that is attending primary school. The NAR for secondary school is the percentage of the population of secondary school age (13-19 years) that is attending secondary school. By definition, the NAR cannot exceed 100 percent.

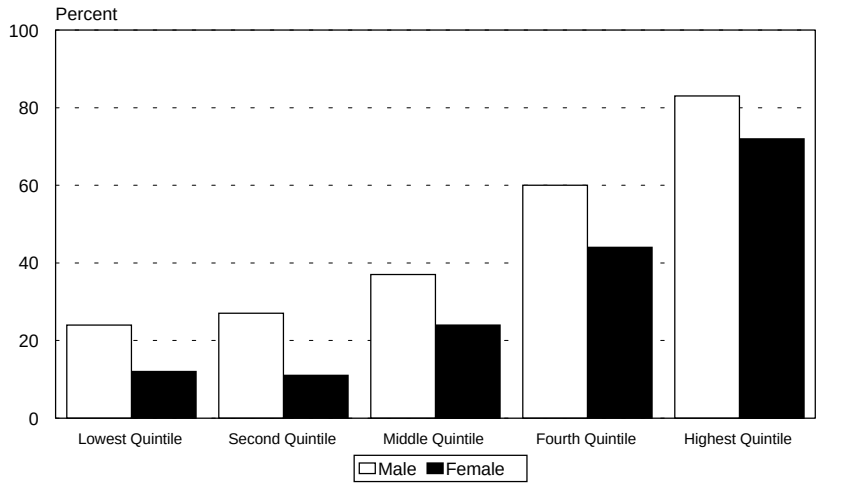
[2] The GAR for primary school is the total number of students attending primary school—regardless of age—expressed as a percentage of the official primary school-age population. The GAR for secondary school is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school-age population. If there are significant numbers of over-age or under-age students at a given level of schooling, the GAR can exceed 100 percent.

[3] A total of 102 primary school students have missing data on mother's education level.

[4] A total of 86 secondary school students have missing data on mother's education level.

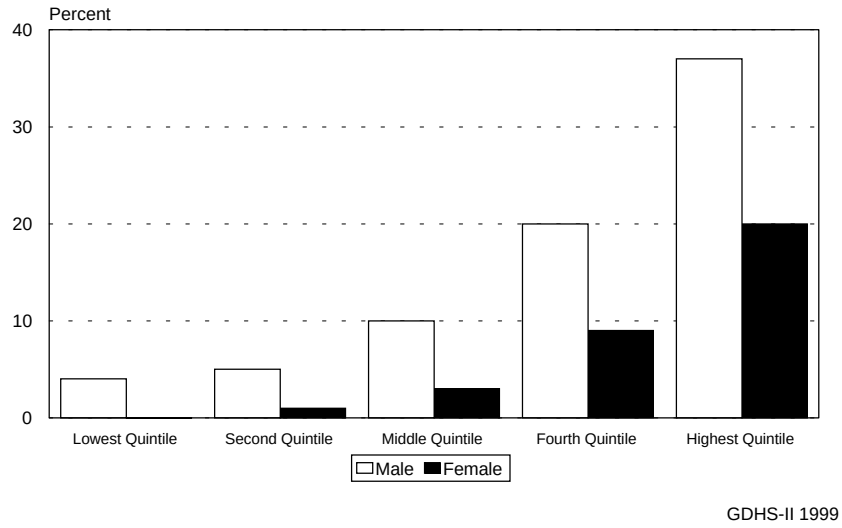
The results according to wealth also show differences in attendance among children 7-12 years old: in the poorest quintile, only 18 percent of children 7-12 years old attend primary school, compared with 77 percent in the wealthiest quintile. Figures 2.2 and 2.3 show the primary and secondary NAR by wealth and gender. Wealth seems to lessen the disparities in schooling by gender but does not entirely eradicate the difference. Interestingly, at the primary level, wealth is more influential for girls than for boys, but at the secondary level, wealth is more important for boys than for girls. At the primary level, the male NAR in the wealthiest quintile is 3.5 times higher than the poorest quintile (83 percent compared with 24 percent), and the female NAR in the wealthiest quintile is 4.5 times higher than in the poorest quintile (72 percent compared with 12 percent). At the secondary level, the male NAR in the wealthiest quintile is over more than eight times higher than the poorest quintile (37 percent compared with 4 percent), and the female NAR in the wealthiest quintile is more than six times higher than in the poorest quintile (20 percent compared with 0.3 percent).

Figure 2.2
Primary Net Attendance Ratio by Wealth



GDHS-II 1999

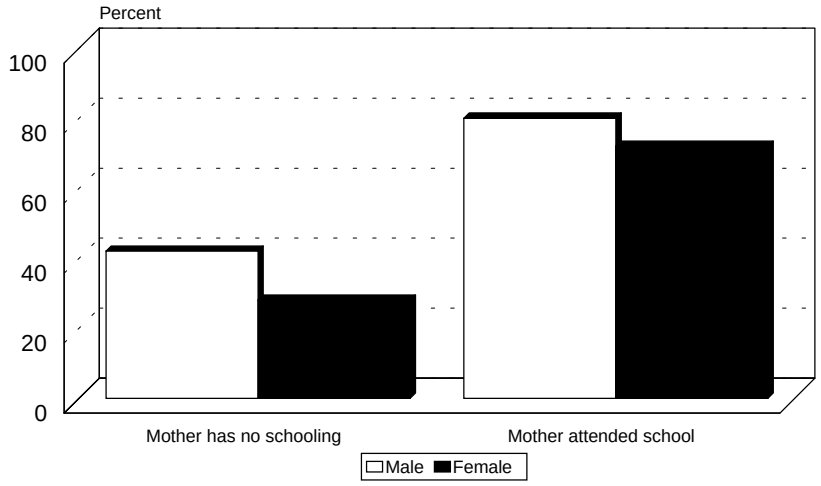
Figure 2.3
Secondary Net Attendance Ratio by Wealth



Children of mothers who attended school are more likely to attend primary school: only 35 percent of children age 7-12 whose mothers have no education attend primary school, compared with 76 percent among those with educated mothers. Figures 2.4 and 2.5 present the primary and secondary NAR by mother's education and gender. These findings reflect the overall trend for NAR in regard to gender. Mother's education is associated with a higher probability of children attending school. For those whose mothers attended school, the primary NAR is 80 percent for males and 72 percent for females. At the secondary level, the NAR for those whose mothers attended school is 20 percent for males and 18 percent for females. The difference between male and female primary NAR is greater for those whose mothers did not attend school; the primary NAR for males whose mothers did not attend is 42 percent, compared with 28 percent for females. However, the secondary NAR shows less disparity since so few children attend (5 percent for males and 3 percent for females).

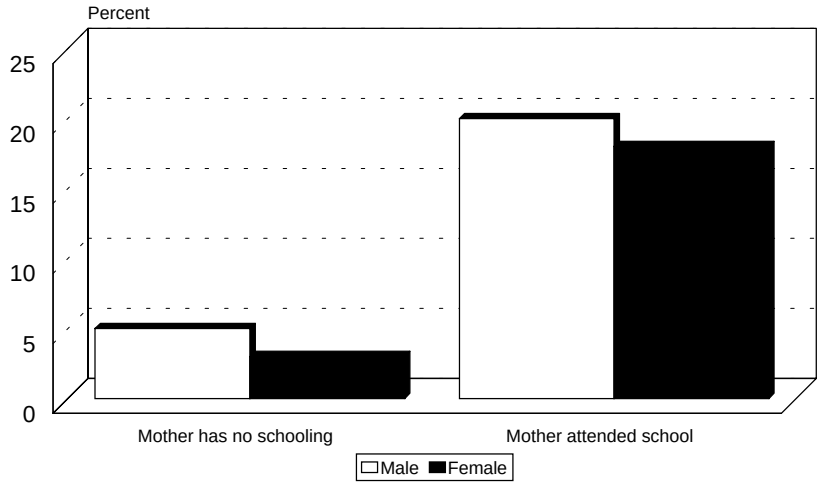
The GAR is nearly always higher than the NAR for the same level because the GAR includes participation by youth who may be older or younger than the official age range for that level. In Guinea, the primary GAR is 61 percent and the secondary GAR is 19 percent. At the primary level, the GAR is 74 percent for males, compared with 48 percent for females. At the secondary level, the GAR is 26 percent for males, compared with 11 percent for females. As with the NAR, the GAR at both levels is higher for males than for females, which indicates a relatively higher under/overage attendance among males than among females. Differences in urban-rural and regional residence are similar to those for the NAR. The distribution according to wealth also shows a positive relation between the level of wealth and the GAR. Finally the GAR, like the NAR, is dramatically different according to mother's education level. At the primary level, the GAR is 50 percent for those whose mothers have no education, compared with 108 percent for those whose mothers have some education. At the secondary level, the GAR is 5 percent for those whose mothers have no education and 23 percent for those whose mothers have some education.

Figure 2.4
Primary Net Attendance Ratio by Mother's Education



GDHS-II 1999

Figure 2.5
Secondary Net Attendance Ratio by Mother's Education



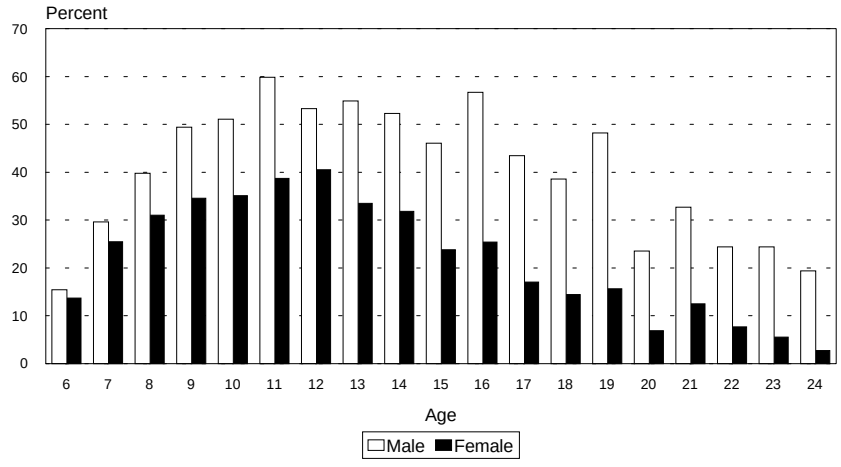
GDHS-II 1999

Table 2.2 also presents the gender parity index, which compares the GAR of females and males. The closer the gender parity index score is to 1.0, the more gender equity there is. In other words, there is less difference in the school attendance rate between boys and girls when the score is closer to 1.0. A score of 1.0 signifies complete equity. At the national level, the gender parity index score is 0.6 for primary and 0.4 for secondary.

For the other sociodemographic categories and the level of education, the established values are always clearly less than 1. Yet, living in urban areas, particularly Conakry; having an educated mother; and living in a wealthier household contribute to reducing gender differences in education (there is a gender parity index of 0.8 for all three—urban residence, highest wealth quintile, and mother with some education).

Figure 2.6 presents the age-specific attendance ratios (ASARs) for the population age 6-24, by gender. The ASAR indicates participation in schooling at any level, from primary through higher education. The closer the ASAR is to 100 percent, the higher the proportion of people of that given age who are attending school. While the official starting age for grade 1 is 7, only about 30 percent of boys and 26 percent of girls attend school at that age. At every age, the percentage of males is higher than the percentage of females attending school. This gender gap suggests that the costs of schooling (both monetary and nonmonetary) are higher and/or that the perceived benefits of schooling are lower for females than for males.

Figure 2.6
Age-Specific Attendance Ratios for the Population Age 6-24, by Gender



GDHS-II 1999

Table 2.3 presents the net and gross intake ratios. The net intake ratio is the percentage of new students in the first grade of primary who are 7 years old, by the total 7-year-old population. The gross intake ratio is the percentage of new students in the first grade of primary, regardless of age, divided by the total 7-year-old population.

At the national level, only 14 percent of 7-year-olds were new entrants to Grade 1. In contrast, the gross intake rate is 46 percent. The disparity between the net intake rate and the gross intake rate indicates that a large proportion of new entrants are either older or younger than the official entry age.

Table 2.3 Intake ratios

New seven-year-old entrants to grade 1 as a proportion of the population age 7, by selected background characteristics, Guinea 1999

Characteristic	Intake ratio[1] Net	Gross
Gender		
Male	14.0	51.2
Female	13.2	40.1
Residence		
Urban	24.7	77.5
Rural	9.7	34.4
Region		
Lower Guinea	15.8	56.5
Middle Guinea	7.5	25.6
Upper Guinea	4.7	14.6
Forest Guinea	17.1	57.7
Conakry	27.4	86.3
Asset index		
Lowest quintile	6.4	24.1
Second quintile	6.7	24.5
Middle quintile	10.4	36.1
Fourth quintile	20.8	61.7
Highest quintile	25.5	87.4
Education[2]		
No education	11.5	41.9
Some education	28.7	91.1
Mother not in household	12.7	39.4
Total	13.6	45.7

[1] The net intake ratio is the percentage of children of the official starting age (7 years) that is attending grade 1 for the first time. The gross intake ratio is the total number of students attending grade 1 for the first time—regardless of age—expressed as a percentage of the official starting age population (7 year olds).
[2] A total of 23 seven-year-olds have missing data on mother's education level.

Twenty-five percent of children in urban areas, compared with 10 percent of children in rural areas start school at age 7. Conakry has the highest net intake ratio at 27 percent, compared with Upper Guinea where the net intake ratio is only 5 percent. The gross intake ratio parallels the net intake ratio, varying from 86 percent in Conakry to only 15 percent in Upper Guinea. The trend for wealth is equally strong, with the net intake ratio ranging from 6 percent in the lowest quintile to 26 percent for those in the highest quintile. The net intake ratio for those whose mothers have some education is 29 percent, compared with 12 percent for those whose mothers have no education.

The disparity by gender is weak concerning the net intake rate; 14 percent of boys, compared with 13 percent of girls, start primary school at the appropriate age. Conversely, the gross intake ratio for boys is considerably higher than that for girls (51 percent versus 40 percent).

CHAPTER 3

ADULT EDUCATION ATTAINMENT AND LITERACY

3.1 EDUCATIONAL ATTAINMENT OF MEN AND WOMEN

The individual interviews were conducted with women age 15-49 and men age 15-59. Both men and women were asked their level of education and the last grade they completed at that level. These results parallel those of the household survey.

The results presented in Tables 3.1.1 and 3.1.2 show very low levels of education for both Guinean men and women. Despite a low level of education overall, there is a disparity between the educational attainment of men and women. More than half of males (55 percent) and about four out of five females (80 percent) have never attended school. One out of five men and one out of ten women have a primary school education, 19 percent of males and 7 percent of females attended secondary school, and only 6 percent of men and 2 percent of women attended a higher level of school.

Table 3.1.1 Educational attainment of male respondents

Percent distribution of male respondents by highest level of education attained, according to selected background characteristics, Guinea 1999

Characteristic	Level of education					Total	Number of males
	No education	Primary	Secondary	Higher	Don't know/ Missing		
Age							
15-19	38.1	34.1	27.6	0.0	0.2	100.0	392
20-24	46.8	21.3	29.4	2.5	0.0	100.0	298
25-29	53.2	20.5	18.9	7.4	0.0	100.0	280
30-34	47.5	24.8	19.0	8.7	0.0	100.0	196
35-39	60.3	13.3	19.0	7.4	0.0	100.0	221
40-44	63.2	11.9	13.3	11.5	0.0	100.0	191
45-49	63.5	13.4	9.0	14.1	0.0	100.0	174
50-54	77.9	11.6	2.6	7.9	0.0	100.0	111
55-59	92.3	3.7	3.2	0.8	0.0	100.0	117
Residence							
Urban	30.3	25.2	31.4	13.0	0.0	100.0	712
Rural	68.9	17.1	12.0	2.0	0.1	100.0	1,268
Region							
Lower Guinea	55.8	19.1	19.5	5.6	0.0	100.0	390
Middle Guinea	72.8	14.4	11.3	1.5	0.0	100.0	382
Upper Guinea	75.4	12.6	8.9	3.0	0.0	100.0	309
Forest Guinea	52.0	24.4	19.2	4.2	0.2	100.0	495
Conakry	25.6	26.3	33.1	14.9	0.0	100.0	404
Total	55.0	20.0	19.0	6.0	0.0	100.0	1,980

Not surprisingly, there are differences in education according to age. For both men and women, the proportions having education increases from older to more recent generations. Ninety-two percent of men age 55-59 have no education, compared with 38 percent of men age 15-19. The same pattern exists for women, although it is less profound: 91 percent of women age 45-49 have no education, compared with 69 percent of women age 15-19.

Table 3.1.2 Educational attainment of female respondents

Percent distribution of female respondents by highest level of education attained, according to selected background characteristics, Guinea 1999

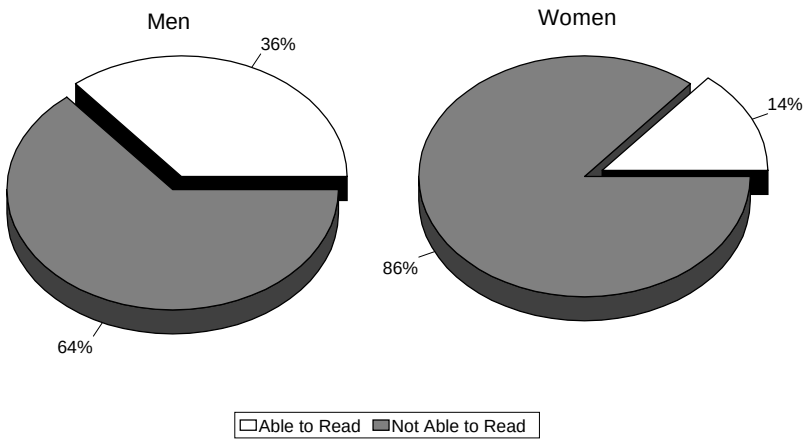
Characteristic	Level of education: No education	Primary	Secondary	Higher	Don't know/ Missing	Total	Number of females
Age							
15-19	68.5	20.5	11.0	0.1	0.0	100.0	1,321
20-24	76.5	11.9	10.1	1.5	0.0	100.0	1,086
25-29	82.3	9.6	5.8	2.3	0.0	100.0	1,248
30-34	82.9	7.1	7.4	2.6	0.0	100.0	968
35-39	85.8	5.8	5.7	2.6	0.0	100.0	944
40-44	87.6	4.4	4.6	3.4	0.0	100.0	620
45-49	90.7	3.1	3.8	2.4	0.0	100.0	565
Residence							
Urban	54.9	20.9	18.7	5.5	0.0	100.0	2,171
Rural	92.5	5.1	2.1	0.2	0.0	100.0	4,582
Region							
Lower Guinea	86.8	7.0	5.0	1.1	0.0	100.0	1,375
Middle Guinea	91.1	4.8	3.8	0.3	0.0	100.0	1,509
Upper Guinea	90.7	5.5	3.1	0.7	0.0	100.0	1,038
Forest Guinea	85.9	8.9	4.6	0.6	0.0	100.0	1,610
Conakry	44.1	26.1	22.1	7.7	0.0	100.0	1,222
Total	80.4	10.2	7.4	1.9	0.0	100.0	6,753

By area and region of residence, disparities also exist. The proportion of educated men and women is higher in urban areas than in rural areas. In effect, 93 percent of rural women have no education, compared with 55 percent of urban women; these proportions are 69 percent and 30 percent, respectively, for men. Concerning regional differences, the highest proportions of women and men with education are in Conakry where more than half of women and about three-quarters of men have some education. In addition, 30 percent of women and 48 percent of men have a secondary education or more. Middle Guinea and Upper Guinea have by far the highest proportions of men and women with no schooling (91 percent for both regions for women and 73 and 75 percent for men, respectively).

3.2 LITERACY OF MEN AND WOMEN

Both men and women were asked whether they could read and understand a letter or a newspaper. Figure 3.1 presents the results of this question, showing that 63 percent of men and 86 percent of women responded that they did not know how to read. Interestingly, the proportion of men and women who know how to read (36 percent and 14 percent, respectively) is less than the proportion of men and women who attended school (45 percent and 20 percent, respectively). A sizable proportion of men and women who attended school did not learn how to read or have not maintained literacy since leaving school.

Figure 3.1
Literacy among Men Age 15-59 and Women Age 15-49



Younger generations are more likely to know how to read than older generations (Tables 3.2.1 and 3.2.2). For men in the age groups 55-59 and 45-49, 5 percent and 32 percent, respectively, responded that they can read, compared with the youngest age group (15-19), for which 51 percent responded that they can read. For women, 8 percent of the 45-49 age group, compared with 23 percent of the 15-19 age group, can read (Figure 3.2). Thus, even in the younger generation, the proportion of women who are illiterate remains extremely high, especially in comparison to men.

Table 3.2.1 Men's literacy

Percent distribution of men by level of literacy, according to selected background characteristics, Guinea 1999

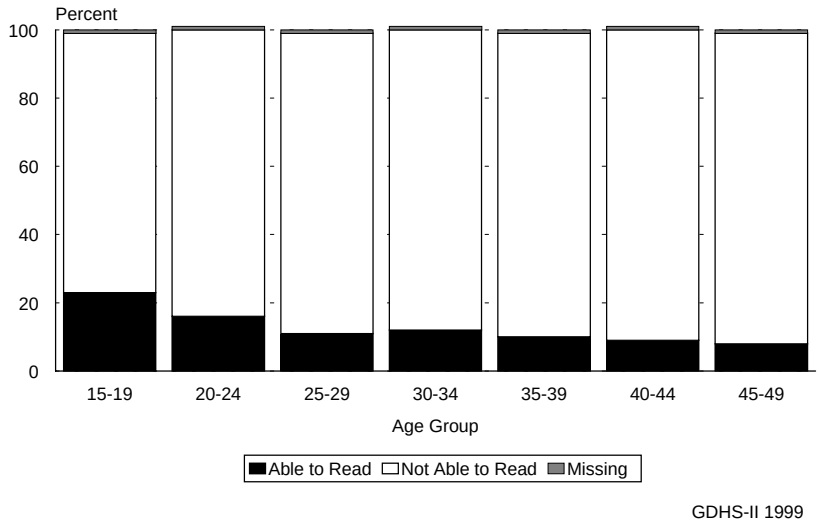
Characteristic	Literacy: Not able to read	Literacy: Able to read	Literacy: Don't know/ Missing	Total	Number of men
Age					
15-19	48.8	50.5	0.7	100.0	392
20-24	57.0	41.6	1.4	100.0	298
25-29	63.7	36.0	0.3	100.0	280
30-34	61.4	38.6	0.0	100.0	196
35-39	66.5	33.1	0.4	100.0	221
40-44	65.6	32.8	1.6	100.0	191
45-49	67.7	32.3	0.0	100.0	174
50-54	83.9	14.2	1.9	100.0	111
55-59	94.2	5.0	0.8	100.0	117
Residence					
Urban	39.2	60.0	0.8	100.0	712
Rural	76.8	22.4	0.7	100.0	1,268
Region					
Lower Guinea	63.8	35.4	0.8	100.0	390
Middle Guinea	76.9	22.2	0.9	100.0	382
Upper Guinea	80.7	18.7	0.6	100.0	309
Forest Guinea	62.9	36.3	0.8	100.0	495
Conakry	37.1	62.2	0.7	100.0	404
Total	63.3	36.0	0.8	100.0	1,980

Table 3.2.2 Women's literacy

Percent distribution of women by level of literacy, according to selected background characteristics, Guinea 1999

Characteristic	Literacy: Not able to read	Literacy: Able to read	Literacy: Don't know/ Missing	Total	Number of women
Age					
15-19	76.4	23.1	0.5	100.0	1,321
20-24	83.6	15.8	0.5	100.0	1,086
25-29	88.2	11.1	0.7	100.0	1,248
30-34	88.1	11.5	0.5	100.0	968
35-39	89.0	10.0	1.0	100.0	944
40-44	90.5	8.9	0.7	100.0	620
45-49	91.3	8.1	0.6	100.0	565
Residence					
Urban	66.1	33.4	0.5	100.0	2,171
Rural	95.0	4.3	0.7	100.0	4,582
Region					
Lower Guinea	90.0	9.5	0.4	100.0	1,375
Middle Guinea	92.1	6.8	1.1	100.0	1,509
Upper Guinea	93.1	6.7	0.3	100.0	1,038
Forest Guinea	91.1	7.9	1.0	100.0	1,610
Conakry	59.5	40.2	0.2	100.0	1,222
Total	85.7	13.7	0.6	100.0	6,753

Figure 3.2
Women's Literacy by Age Group



Those from urban areas are far more likely than those in rural areas to be literate. Sixty percent of urban men can read, compared with 22 percent of rural men. For women, the corresponding proportions are 33 percent and 4 percent, respectively. The data according to region highlight the disparity that exists between Conakry and the rest of the country. In Conakry, 62 percent of men and 40 percent of women can read. In other regions, the proportions for men vary from 19 percent in Upper Guinea to 36 percent in Forest Guinea. For women, the proportions are generally quite low and vary from 7 percent in Upper Guinea and Middle Guinea to 10 percent in Lower Guinea.

3.3 REASONS WOMEN LEFT SCHOOL

During the interviews, women age 15-24 were asked whether they were attending school. If they were not attending, they were asked the main reason they quit school. To this question, a little more than one in five women (22 percent) responded that failing an exam was the main reason they quit school. Loss of interest in school was cited by 18 percent of women, and 10 percent responded that they quit school because they could not pay school fees. Marriage was the reason for quitting school for 9 percent of the women.

In general, there is little variation in the reasons women gave for quitting school. However, some differences are seen according to the level of education. Failing exams is a major reason for women leaving school before ending primary school (37 percent). For those who left during secondary school, marriage (18 percent) and pregnancy (11 percent) are more common reasons for leaving.

Table 3.3 Reasons women left school

Percent distribution of women age 15-24 by the main reason for leaving school, according to level of education, Guinea 1999

Reason for leaving school	Educational attainment			Total
	Primary incomplete	Primary complete	Secondary and higher	
Got pregnant	4.3	6.6	11.3	6.2
Got married	4.3	16.1	18.3	9.1
Take care of children	4.9	0.0	1.3	3.3
Family needed help	9.0	5.2	0.0	6.5
Could not pay school fees	10.6	8.4	7.5	9.6
Need to earn money	1.3	3.4	0.0	1.3
Graduated, enough	0.4	0.0	4.1	1.2
Did not pass exams	19.9	36.7	19.3	22.4
Did not like school	24.4	8.4	6.2	18.0
School not accessible	4.0	2.2	2.9	3.5
Wanted to work	4.2	5.0	1.2	3.7
Sick	9.1	1.7	9.4	8.0
Other	1.8	6.3	16.6	5.7
Don't know	0.9	0.0	0.0	0.5
Missing	1.0	0.0	1.7	1.0
Total	100.0	100.0	100.0	100.0
Number of women	218	55	74	348

CHAPTER 4

EDUCATION DECISION-MAKING

4.1 REASONS CHILDREN HAVE NEVER ATTENDED SCHOOL

In the individual questionnaire, women age 15-49 were asked a series of questions relative to the education of each of their children age 6-15. The series of questions was only posed if the woman had children in this age group. In the case where the child did not attend school, they were asked the reasons why they did not attend.

Tables 4.1.1 and 4.1.2 present, by gender, the main reasons given by the mother for the child never having attended school. The main reasons for not attending school do not differ according to gender. For girls as well as boys, needing to work is the reason most frequently given (31 percent and 26 percent, respectively). In 23 percent of the cases for girls and in 26 percent of cases for boys, no school/school too far was given as a main reason for never attending school. Twenty percent of both boys and girls do not attend school because it is too expensive. Furthermore, in about 10 percent of the cases for both girls and boys, the mother responded that the child was too young to attend school. Not surprisingly, reasons differ according to the age of the child. The fact that the child is too young is a reason given for 25 percent of boys and girls age 7-8; however, this proportion is much lower for older children. Similarly, the need for the child to work is given more frequently for older children. For girls, 20 percent of 7- to 8-year-olds, compared with 39 percent of 11- to 15-year-olds, have never attended school because their labor was needed. For boys, 17 percent of 7- to 8-year-olds, compared with 31 percent of 11- to 15-year-olds, have never attended school because their labor was needed.

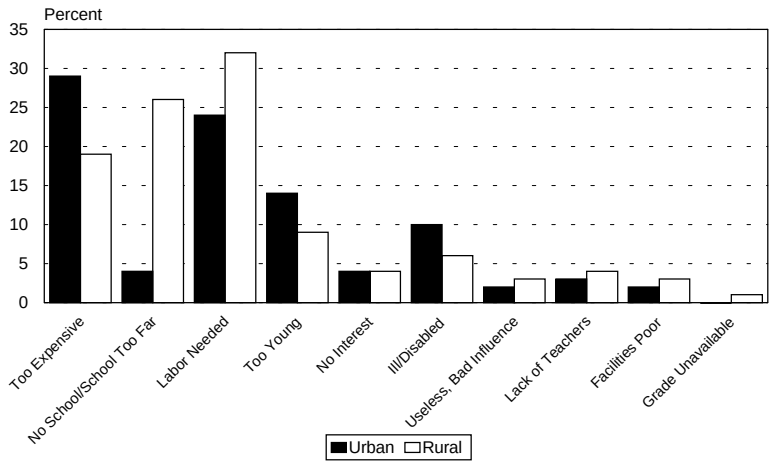
Table 4.1.1 Reasons girls have never attended school

Percentage of girls age 7-15 who have never attended school, by reasons for never attending and selected background characteristics, Guinea 1999

	Cost-related factors			Child factors			School factors				
Characteristic	Too expen-sive	No school/ school too far	Labor needed	Too young	No interest	Ill/ disabled	Useless/ bad influ-ence	Lack of teach-ers	Facili-ties poor	Grade unavail-able at school	Number of girls
Age											
7-8	17.2	26.6	19.5	24.9	2.9	5.0	2.2	4.2	3.6	1.7	692
9-10	21.9	24.9	31.7	4.6	4.0	5.2	2.7	5.1	4.4	1.0	554
11-15	20.8	19.7	39.3	1.1	4.4	7.6	2.8	1.9	1.9	0.8	879
Residence											
Urban	28.7	4.3	24.1	13.5	4.4	9.5	1.5	2.8	1.7	0.0	290
Rural	18.5	26.4	31.9	9.2	3.7	5.6	2.8	3.6	3.3	1.3	1,834
Region											
Lower Guinea	15.4	27.1	28.4	8.9	3.6	6.4	1.1	3.2	2.3	0.2	471
Middle Guinea	16.1	35.7	26.0	9.7	2.0	5.5	6.1	4.1	7.7	2.2	605
Upper Guinea	17.4	20.0	41.0	9.0	4.9	5.3	1.6	2.2	0.4	1.9	454
Forest Guinea	28.4	11.3	33.5	10.6	4.7	5.7	0.6	4.5	1.2	0.2	489
Conakry	33.9	6.1	13.9	13.0	5.2	13.9	2.6	1.7	0.9	0.0	105
Total	19.9	23.3	30.8	9.8	3.8	6.1	2.6	3.5	3.1	1.1	2,125

Note: More than one response was possible.

Figure 4.1
Percentage of Girls Age 7-15 Who Have Never Attended School by Reason for Not Attending and Reason



Reasons cited to explain why children have never attended school also differ according to area of residence and region (Figures 4.1 and 4.2). In rural areas, 26 percent of girls and 27 percent of boys have never attended school because there was no school or the school was too far away, compared only 4 percent of girls and 2 percent of boys in urban areas. Conversely, the cost-of-school argument is more often cited in urban areas than in rural areas: 29 percent of girls and 36 percent of boys in urban areas, compared with 19 percent of girls and 18 percent of boys in rural areas, said cost was a main reason for never having attended.

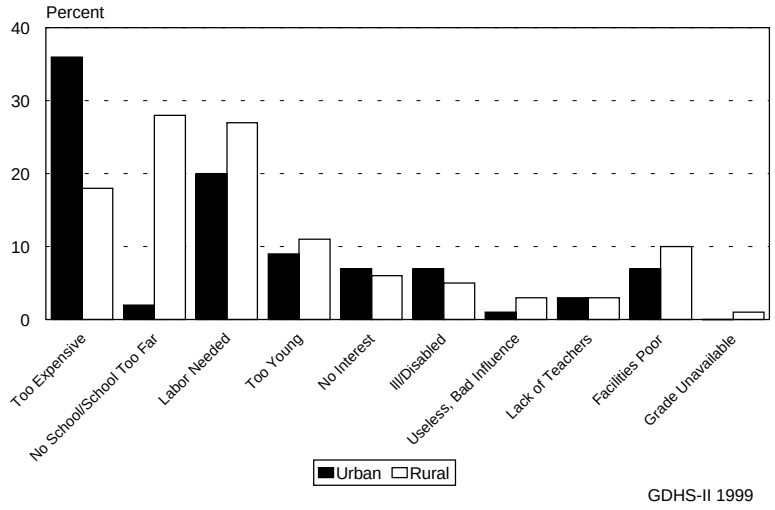
Table 4.1.2 Reasons boys have never attended school

Percentage of boys age 7-15 who have never attended school, by reasons for never attending and selected background characteristics, Guinea 1999

	Cost-related factors			Child factors			School factors				
Characteristic	Too expen-sive	No school/ school too far	Labor needed	Too young	No interest	Ill/ disabled	Useless/ bad influ-ence	Lack of teach-ers	Facili-ties poor	Grade unavail-able at school	Number of chil-dren
Age											
7-8	19.6	26.1	16.9	25.4	2.7	5.7	2.1	3.8	8.2	1.8	581
9-10	21.0	25.6	31.0	6.7	4.6	4.8	2.9	2.3	10.4	1.0	432
11-15	18.3	25.2	31.1	0.8	9.2	4.9	3.0	1.7	11.4	0.9	637
Residence											
Urban	35.7	2.3	20.2	8.7	6.5	6.5	1.1	3.2	7.1	0.0	171
Rural	17.6	28.3	26.8	11.3	5.6	5.0	2.8	2.5	10.4	1.4	1,479
Region											
Lower Guinea	16.6	29.5	20.2	9.7	2.6	7.7	0.6	4.0	15.3	0.3	350
Middle Guinea	12.4	35.7	20.8	9.6	6.0	5.5	6.9	2.1	17.2	1.4	537
Upper Guinea	18.9	20.8	39.3	13.9	6.1	2.3	0.5	2.3	0.9	2.6	395
Forest Guinea	33.8	13.5	27.2	11.4	8.7	4.8	0.9	2.7	2.4	0.6	322
Conakry	28.0	4.0	10.0	10.0	2.0	8.0	0.0	0.0	18.0	0.0	46
Total	19.5	25.6	26.1	11.0	5.7	5.1	2.6	2.6	10.0	1.2	1,650

Note: More than one response was possible.

Figure 4.2
Percentage of Boys Age 7-15 Who Have Never Attended School by Reason for Not Attending and Residence



No school/school too far away was the reason given most frequently in Lower and Middle Guinea. In Lower Guinea, 27 percent of girls and 30 percent of boys have never attended because there was no school or the distance was too great. In Middle Guinea, no school/school is too far away was given as a reason for 36 percent of both boys and girls. In Upper Guinea, labor needed was given in 41 percent of the cases for girls and 39 percent of the cases for boys, while in Forest Guinea, it was school expenses and labor needed that primarily explains why children have never attended school. Finally, in Conakry, for nearly a third of children (34 percent of girls and 28 percent of boys), school expenses was given as a reason for never attending school. As expected, no school/school too far does not constitute an import reason for never attending school in Conakry.

Table 4.2.1 Labor as reason for girls never having attended school

Percentage of girls age 7-15 who have never attended school because their labor was needed, by type of labor and selected background characteristics, Guinea 1999

Characteristic	Type of labor: Care for younger siblings	Type of labor: Help with domestic work	Type of labor: Work in family business/ earn money	Number of girls
Age				
7-8	7.4	10.3	2.5	692
9-10	10.5	17.7	6.2	554
11-15	12.6	22.0	9.9	879
Residence				
Urban	7.3	8.9	11.1	290
Rural	10.9	18.4	5.8	1,834
Region				
Lower Guinea	13.5	13.3	6.5	471
Middle Guinea	6.5	16.7	6.5	605
Upper Guinea	15.3	22.6	4.7	454
Forest Guinea	9.3	18.2	9.1	489
Conakry	2.6	7.8	3.5	105
Total	10.4	17.1	6.5	2,125

Table 4.2.2 Labor as reason for boys never having attended school

Percentage of boys age 7-15 who have never attended school because their labor was needed by type of labor and selected background characteristics, Guinea 1999

Characteristic	Type of labor: Care for younger siblings	Type of labor: Help with domestic work	Type of labor: Work in family business/ earn money	Number of boys
Age				
7-8	3.1	11.6	4.3	581
9-10	3.1	22.8	7.1	432
11-15	3.3	21.9	9.1	637
Residence				
Urban	3.2	8.3	12.5	171
Rural	3.1	19.7	6.2	1,479
Region				
Lower Guinea	1.4	14.8	5.5	350
Middle Guinea	3.0	14.6	5.7	537
Upper Guinea	5.6	31.2	5.6	395
Forest Guinea	2.7	15.6	12.0	322
Conakry	0.0	4.0	6.0	46
Total	3.1	18.5	6.9	1,650

The category labor needed was composed of three types of labor: child needed to care for younger siblings, help with domestic work, and work in family business or earn money. The total category of labor needed includes those who have never attended for any of these reasons. Overall, girls are more than three times as likely as boys not to attend school because they are needed to care for younger siblings (3 percent compared with 10 percent). The need for children's help with domestic work and the family business or to earn money does not differ significantly by gender. Yet, the need for the girl's labor increases by age in all three categories of labor. But for boys, this same trend is seen only for working the family business and earning money. Caring for siblings is rare at every age level and need for domestic help is twice as common a reason for having never attended in boys age 9-10 than in boys age 7-8. There is a slight decrease from ages 9-10 to ages 11-15. Urban-rural differences are also as expected. For both boys and girls in rural areas, being needed to help with domestic work is given as a reason more than twice as often as in urban areas. By contrast, working in the family business/earning money is given approximately twice as often in urban areas than in rural areas.

4.2 REASONS CHILDREN STARTED SCHOOL OVERAGE

Table 4.3 presents the distribution of children age 8-15[9] by the main reason they started school late, i.e., at an age greater than 7. By order of importance, the main reasons cited are no school/school too far (20 percent), labor needed (11 percent), lack of student recruitment (10 percent), the cost was too high (10 percent), and lack of room in school (8 percent). The category of labor needed comprised three types of labor: child needed to care for younger siblings, help with domestic work, and work in family business or

[9] The age distribution is 8-15 because children age 7 who attend school cannot be considered overage.

Table 4.3 Reasons children started school overage

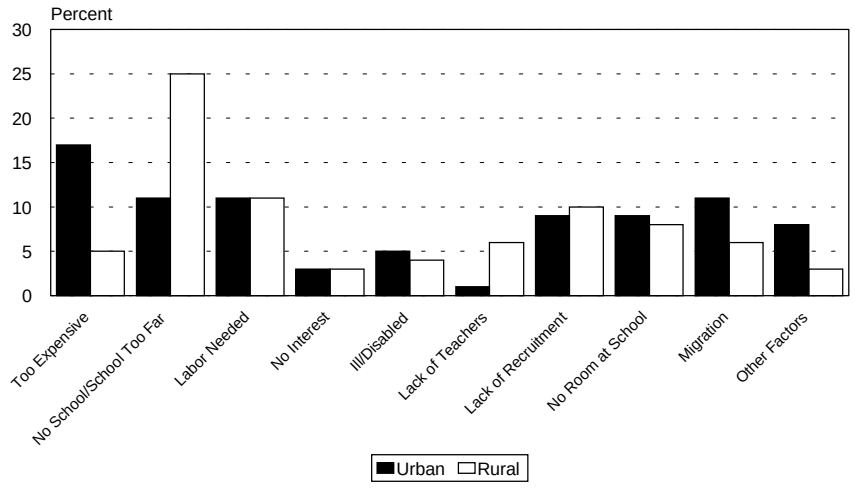
Percent distribution of children age 8-15 by main reason for starting school at an age greater than 7, according to gender and residence, Guinea 1999

	Cost-related factors			Child factors		School factors			Household factors				
Gender/ residence	Too expen-sive	No school/ school too far	Labor needed	No interest	Ill/ disabled	Lack of teach-ers	Lack of recruit-ment	No room at school	Migra-tion	Other factors	Don't know/ Missing	Total	Num-ber of chil-dren
Gender													
Male	9.7	20.3	10.8	3.2	4.0	4.2	9.5	8.0	6.1	4.4	19.8	100.0	487
Female	9.3	18.9	11.7	2.1	3.8	3.7	9.4	8.8	10.1	6.3	15.9	100.0	297
Residence													
Urban	17.2	10.8	10.9	3.1	4.7	1.0	9.0	8.6	11.2	8.4	15.2	100.0	285
Rural	5.2	24.9	11.3	2.6	3.6	5.7	9.7	8.1	5.5	3.2	20.1	100.0	500
Total	9.6	19.8	11.2	2.8	4.0	4.0	9.5	8.3	7.6	5.1	18.3	100.0	785

earn money. Further examination of the labor-needed category shows that labor reasons for starting school overage do not significantly differ by gender or residence. Eight percent of children started overage because they needed to take care of younger siblings. Very few children started overage because they were needed for domestic work (2 percent) or to work in the family business/earn money (1 percent).

No school/school too far is the reason 25 percent of rural children started school overage (Figure 4.3). In contrast, this reason is only given for 11 percent of urban children. In urban areas, school expenses is the most common reason given and explains 17 percent of the cases, compared with only 5 percent of the cases in rural areas. There are no significant differences by gender.

Figure 4.3
Percentage of Children Age 8-15 Who Started School At Age Greater than 7, by Reason for Starting Overage and Residence



4.3 LEAVING SCHOOL

For children age 6-15 years who have dropped out of school, Table 4.4 presents the average age of leaving school. On average, children drop out at age 12. This average age of leaving school does not differ by gender. However it is slightly higher in urban areas than in rural areas (12.6 years compared with 11.8 years).

For the question concerning the main reasons children age 6-15 drop out of school, Table 4.5 shows that lack of interest was given in 27 percent of the cases. Nearly one child in five (17 percent) left school because they failed. Among the other reasons most often cited were school expenses (14 percent), lack of teachers (13 percent), the health of the child (13 percent), and labor needed (12 percent).

Table 4.4 Mean age children left school

Mean age children age 7-15 left school, according to gender and residence, Guinea 1999

Gender/ residence	Mean age children left school	Number of children
Gender		
Male	12.0	56
Female	12.1	61
Residence		
Urban	12.6	39
Rural	11.8	79
Total	12.0	117

Table 4.5 Reasons children left primary school

Percentage of children age 7-15 who left primary school, by reasons for leaving, gender, and residence, Guinea 1999

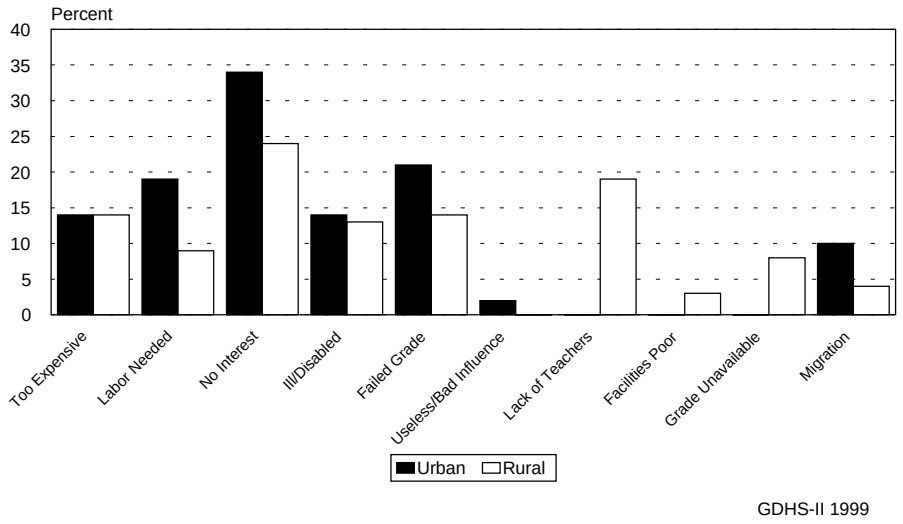
	Cost-related factors		Child factors			School factors				Household factors	
Gender/ residence	Too expensive	Labor needed	No interest	Ill/ disabled	Failed grade	Useless/ bad influence	Lack of teachers	Facilities poor	Grade unavailable at school	Migration	Number of children
Gender											
Male	12.3	7.2	38.4	9.4	10.0	1.5	15.6	3.9	6.5	5.5	56
Female	16.2	16.4	17.3	16.4	22.9	0.0	9.7	0.0	3.7	6.6	61
Residence											
Urban	14.1	19.0	33.6	14.1	21.3	2.2	0.0	0.0	0.0	9.6	39
Rural	14.4	8.5	24.4	12.5	14.4	0.0	18.8	2.8	7.5	4.4	79
Total	14.3	12.0	27.4	13.0	16.7	0.7	12.6	1.9	5.1	6.1	117

Note: More than one response was possible.

However, a closer examination of the results according to area of residence uncovers important differences (Figure 4.4). For both urban and rural areas, lack of interest is the main reason children left primary school (34 percent and 24 percent, respectively). Urban children are more likely than rural children to leave school because they failed a grade (21 percent compared with 14 percent) or their labor was needed (19 percent compared with 9 percent). In rural areas, after lack of interest, lack of teachers is the second most frequently cited reason for quitting school (19 percent). It is important to note that this explanation was never given in urban areas. Access as measured by availability of teachers appears to be a significant barrier to continuing education in rural areas.

In addition to differences by area of residence, there are interesting gender differences for leaving school. Lack of interest is given as a reason for dropping out of school more than twice as often for boys as for girls (38 percent compared with 17 percent, respectively). Lack of teachers is also a more common

Figure 4.4
Percentage of Children Age 7-15 Who Left Primary School by Reason for Leaving and Residence



reason for quitting school for boys than for girls (16 percent compared with 10 percent, respectively). Failure at school is the reason most often given for why girls leave school (23 percent for girls compared with only 10 percent of boys). It is also important to note that health is given as a reason for leaving school more often for girls than boys (16 percent compared with 9 percent, respectively).

4.4 ABSENTEEISM

For children age 6-15 who attend school, mothers were asked how many days the school that their children attend was open in the last two weeks and how many days the child attended school during the same period. If the child attended fewer days than the days the school was open, the mother was asked the main reasons the child missed school.

To this question, in half of the cases (52 percent), the mother responded that the child missed school because he/she was sick. In one case in seven (14 percent), the child missed school because he/she refused to go to school. Finally, in 8 percent of the cases the mothers said the child missed school because teachers abused their children.

Table 4.6 Reasons students miss school

Percent distribution of children age 6-15 who had been absent from school, by main reason child missed days of school, Guinea 1999

Gender/ residence	Reason child missed days of school									Total	Number of children
	Sick	Bad weather	Abuse by teachers	Didn't want to go	Had to earn money	Risk of preg-nancy	Lack of money	Other	Missing		
Total	52.1	1.7	8.4	13.8	1.6	3.2	3.3	7.0	9.1	100.0	61

4.5 REPETITION

Twenty-nine percent of students have repeated a grade.[10] Urban students are slightly more likely than rural students to have repeated a grade (31percent compared with 27 percent). Students repeat least often in Upper Guinea (23 percent) and most often in Conakry (33 percent). There is some variation in repetition by wealth; however, it is not consistent. The lowest wealth quintile has a higher percentage of repetition (29 percent) than the second, third, and fourth quintiles (24, 28, and 28 percent, respectively). Those in the wealthiest quintile repeat the most (32 percent).

Table 4.7 Primary school repetition

Percent distribution of primary school children age 6-15 by whether they have repeated grades, according to selected background characteristics, Guinea 1999

Characteristic	Repeated a grade			Total	Number of children
	No	Yes	Missing		
Gender					
Male	69.9	29.2	0.9	100.0	1,714
Female	70.6	28.2	1.2	100.0	1,223
Residence					
Urban	67.6	31.2	1.3	100.0	1,415
Rural	72.6	26.6	0.9	100.0	1,522
Region					
Lower Guinea	67.9	31.3	0.8	100.0	682
Middle Guinea	73.4	24.9	1.7	100.0	499
Upper Guinea	76.0	22.7	1.3	100.0	275
Forest Guinea	72.2	27.0	0.7	100.0	680
Conakry	66.3	32.6	1.0	100.0	801
Asset index					
Lowest quintile	70.9	28.8	0.3	100.0	312
Second quintile	74.7	23.7	1.6	100.0	333
Middle quintile	70.8	27.8	1.4	100.0	441
Fourth quintile	71.0	28.0	1.0	100.0	789
Highest quintile	67.7	31.3	1.0	100.0	1,063
Total	70.2	28.8	1.0	100.0	2,937

4.6 HOUSEHOLD DECISION-MAKING ABOUT EDUCATION

The majority of the time, the husband/partner makes the decision on education matters, from 67 percent for deciding whether children attend school to 70 percent for deciding at what age the children start school. The remaining results fall into the category of a joint decision between the woman and her partner with a range from 23 percent for deciding at what age children start school to 27 percent for deciding whether children attend school. A small percentage of women said they make the final decision on education matters (about 4 percent).

[10] The repetition rate of 29 percent is similar to the repetition rate produced by UNESCO, which is 28 percent. UNESCO. 1998. *Statistical Yearbook.* Lanham, MD USA: UNESCO and Bernan Press.

Table 4.8 Household decision-making about education

Percent distribution of women age 15-49 by which household member makes the final decision on education-related matters, according to specific decision on education, Guinea 1999

Household member	Decision on education			
	Whether children attend	What age children start school	Amount of money spent on schooling	When children stop attending school
Woman herself	4.1	3.8	3.8	3.8
Husband/partner	66.8	69.9	68.6	68.6
Woman and husband/partner	26.5	23.4	24.1	24.1
Someone else	1.0	0.9	1.3	1.3
Missing	1.6	1.9	2.1	2.1
Total	100.0	100.0	100.0	100.0
Number of women	3,144	3,144	3,144	3,144

Note: Figures are for women who live with their husband or partner and who have one or more living children age 6-15.

CHAPTER 5

COSTS OF SCHOOLING

Often little is known about the amount households spend on the various monetary costs of schooling. The monetary costs of schooling can be prohibitive for many households and burdensome for others, thus discouraging households from enrolling children in school. These schooling costs disproportionately affect vulnerable groups such as girls and the urban and rural poor.

5.1 EXPENDITURES AND CONTRIBUTIONS TO SCHOOLING

The expenditure tables are based on a series of questions that asked what households spend per child on schooling, including school fees, uniforms, books, transportation, private tutoring, and other expenses. Data from these questions allow the comparison of differential investment in children by gender and location as well as type of school. Tables 5.1-5.3 show expenditures by type. Table 5.1 presents the proportion of households spending money, Table 5.2 presents the average per-student expenditures (includes students whose households do not spend money), and Table 5.3 shows the average per-student expenditures for those students with non-zero expenditures (excludes students whose households do not spend money). Figures in Table 5.3 are higher than those in Table 5.2 because the average expenditures among all students includes those for whom no money was spent. These three tables are discussed together by type of school expenditure. Together these tables present a comprehensive picture of the incidence and magnitude of expenditures. Table 5.4 illustrates the impact of these monetary costs by summarizing which expense was perceived to be the most difficult to pay.

The vast majority of students' households spend money on schooling, regardless of the student's gender, residence, region, or type of school. Expenditures other than school fees are substantially similar by type between students in public and private schools. Private school students are slightly more likely than public school students to spend money on one or more types of expenditures. On average, households whose children attend private schools pay nearly two and one-half times as much for schooling as do households whose children attend public schools. Most of the difference in total expenditures is due to school fees: households with children in private school pay an average of 92,181 Guinean francs (GF) in school fees; when school fees are subtracted from the total expenditure, there is minimal difference in total expenditures.[11]

Strikingly, more is spent on boys than on girls in nearly every category of expenditure—both public and private—and especially school fees. Figure 5.2 shows the difference in total annual expenditures by gender and school type. For public schools, households spend on average 55,902 GF annually per girl, compared with 77,894 GF per boy, on schooling costs.

[11] No data were collected on school fees paid within the public system because there are no official school fees.

Table 5.1 Household spending on primary school costs

Percentage of primary school students whose households spend money on various costs of schooling, by school type and selected background characteristics, Guinea 1999

Characteristic	Primary school expenditures									Number of primary school students
	Fees[1]	Uniforms	Books	Supplies	Transport/ Meals	Tutoring	Supplement for teacher	Other	One or more types of expenditure	
PUBLIC SCHOOLS										
Gender										
Male	-	80.7	76.6	78.8	53.3	16.0	27.1	49.2	87.7	1,260
Female	-	77.5	71.7	74.6	51.5	14.7	24.7	43.7	86.2	845
Residence										
Urban	-	80.6	75.2	75.2	61.2	14.1	20.3	47.3	86.2	895
Rural	-	78.4	74.2	78.5	46.3	16.4	30.5	46.7	87.7	1,210
Region										
Lower Guinea	-	71.2	66.4	69.8	63.1	12.6	21.6	45.6	81.2	503
Middle Guinea	-	72.2	75.3	74.0	44.5	9.8	12.6	43.2	89.9	373
Upper Guinea	-	87.0	84.4	80.6	48.6	22.0	24.1	28.2	90.4	238
Forest Guinea	-	90.1	80.3	90.5	44.4	22.2	50.9	56.7	92.5	568
Conakry	-	76.7	70.7	68.5	60.3	11.0	11.4	49.4	82.5	424
Total	-	79.4	74.6	77.1	52.6	15.4	26.1	47.0	87.1	2,105
PRIVATE RELIGIOUS AND SECULAR SCHOOLS										
Gender										
Male	89.7	80.0	60.2	71.7	64.9	26.3	15.2	35.6	93.3	341
Female	86.1	76.7	55.8	68.4	60.3	24.8	14.3	39.1	90.2	273
Residence										
Urban	91.6	83.5	62.2	71.5	68.4	27.4	12.0	38.9	95.6	459
Rural	77.9	63.9	46.5	66.4	46.6	20.4	23.0	32.1	81.1	155
Region										
Lower Guinea	81.3	63.4	46.5	60.1	55.9	19.8	16.8	36.3	85.7	132
Middle Guinea	76.1	59.4	49.7	62.6	35.9	22.3	16.4	37.1	76.1	36
Upper Guinea	95.5	73.7	65.0	78.2	52.3	35.4	48.1	17.7	95.5	21
Forest Guinea	89.8	88.7	62.8	87.6	62.8	41.5	40.4	38.1	92.1	85
Conakry	91.1	84.1	62.1	70.2	69.1	23.7	5.4	38.4	95.7	340
Total	88.1	78.5	58.2	70.2	62.9	25.6	14.8	37.1	91.9	614

Note: A total of 134 students have missing data on type of school attended.
[1] Data on school fees were collected only for students attending non-public schools.

Figure 5.1
Percentage of Primary School Students Whose Households Spend Money on Schooling, by Type of School and Type of Expenditure

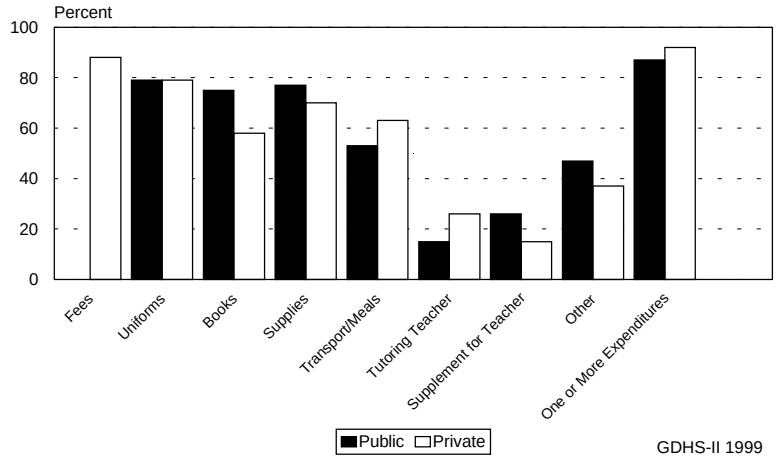
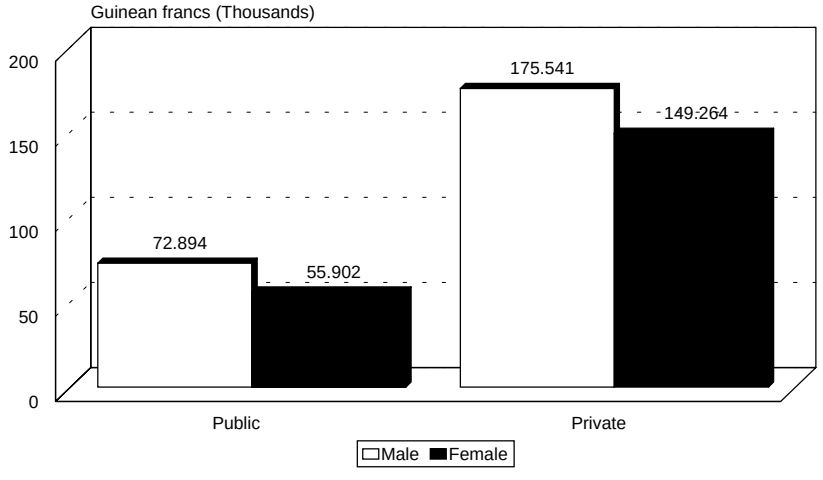
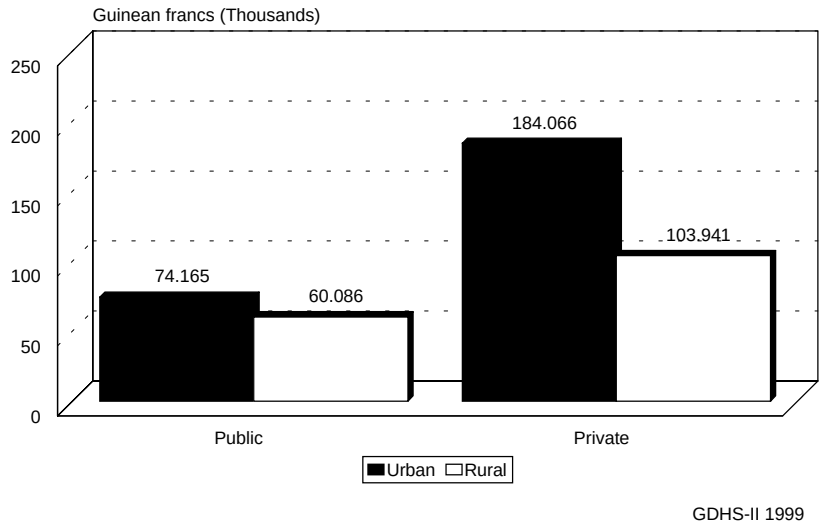


Figure 5.2
Average Annualized Per-Student Household Expenditure by Gender and Type of School



As expected, expenditures on schooling are much higher in urban areas than in rural areas. Figure 5.3 highlights the residential differences in total annual expenditures per student. Urban public school students spend slightly more than rural students (74,165GF versus 60,086GF). However, the residential differences increase substantially for private schools; urban students spend an average of 184,066GF each and rural students spend 103,941 GF. These findings reflect the reasons for never having attended school, with more urban children than rural children never having attended school because of the monetary costs of

Figure 5.3
Average Annualized Per-Student Household Expenditure
by Residence and Type of School



schooling (see Tables 4.1.1 and 4.1.2). In urban areas, 29 percent of female and 36 percent of male children have never attended because of monetary costs, compared with 19 percent of female and 18 percent of male children in rural areas.

Fees

The majority of private school students pay fees (88 percent). However, urban private school students are more likely to pay fees (92 percent) than rural private school students (78 percent). There are large differences in the fee amounts paid according to residence and region. Urban students pay twice as much as rural students for school fees (108,753GF versus 43,062GF average for all primary students; 118,782GF versus 55,296GF average among those with non-zero expenditures). Students in Upper Guinea pay the least in school fees (31,900GF average for all students; 33,411GF average among those with non-zero expenditures) and students in Middle Guinea pay the most (119,424GF average all; 156,921GF average non-zero). Households spend more on fees for male students than for female students (102,305GF versus 79,545GF average all; 114,074GF versus 92,347GF average non-zero).

Uniforms

Overall, close to 80 percent of students in both public and private schools buy uniforms, making uniforms the most common expense for students regardless of the type of school that children attended. However, in private schools, 84 percent of urban school students buy uniforms, whereas only 64 percent of rural school students buy uniforms. There is a fairly significant difference between urban and rural areas for average spending per private school student (5,602GF versus 3,844GF average all). However, this difference dissipates when the averages from among those with non-zero expenditures are examined (6,711GF versus 6,019GF average non-zero), meaning that actual uniform cost is comparable.

Books

Public school students are more likely to spend money on books than private school students (75 percent versus 58 percent). Urban and rural public school students spend money on books at almost the same rate (75 percent versus 74 percent), whereas the urban-rural difference for spending money on books is much greater for private schools (62 percent versus 47 percent). Money for books is the lowest expense paid by both public and private students. Overall, private school students pay more for books than public school students (2,167GF versus 3,023GF average all; 2,905GF versus 5,192GF average non-zero). Students in Upper Guinea, in private schools in particular, spend much more on books than students in other regions (4,832GF average all; 7,431GF average non-zero). The urban-rural difference for expenditures on books is also substantial with 3,594GF compared with 1,332GF for the average of all primary students (5,780GF compared with 2,863GF for the average for those with non-zero expenditures).

Supplies

Overall, the majority of students spend money on supplies, with 77 percent of public school students spending money on supplies, compared with 70 percent of private school students. A closer examination of the expenditures shows opposite trends concerning residence. In public schools, rural students are slightly more likely to spend money on supplies than urban students (79 percent versus 75 percent). But, in private schools, 66 percent of rural students spend money on supplies, whereas 71 percent of urban students spend money on supplies. Private school students pay slightly more for supplies than public school students (3,701 GF versus 3,265GF average all; 5,268GF versus 4,235GF average non-zero). The urban-rural difference is much greater for private schools, with private school students spending an average of 4,174GF (5,835GF among those with non-zero expenditures) in urban areas, compared with an average 2,298GF (3,459GF among those with non-zero expenditures) in rural areas.

Transport/meals[12]

Both public and private school students show the same trends for transportation to school and meals at school, with urban students paying more often than rural students for transportation and meals. In public schools, 61 percent of urban students compared with 46 percent rural students, spend money on transport and meals. Among private school students, 68 percent of urban students and 47 percent of rural students spend money on transport and meals.

Next to fees, money spent on transportation and meals is the greatest expense borne by households, at an average of 43,528GF (82,765GF non-zero) for public school students and 38,480GF (61,182GF non-zero) for private school students. Wide variation is seen by region, with the lowest amount spent in Lower Guinea for both public school students—18,773GF (29,736GF non-zero)—and private school students—24,438GF (43,705GF non-zero). Conversely, the highest amount is spent in Upper Guinea with an average of 106,197GF (218,308GF non-zero) spent for public school students and 105,261GF (201,401GF non-zero) for private school students.

Tutoring

Household expenditures for tutoring vary by type of school attended. Interestingly, the proportion of children for whom tutoring fees are paid is much higher in private than in public schools (26 percent versus 15 percent). Not only do private school students pay in greater proportions, they also pay more:

[12] Meals and transport were asked about together as one category of expense; therefore, they cannot be separated into single categories.

12,738GF average all (49,722GF average non-zero) versus 4,251GF average all (27,550GF average non-zero). For private schools, paying for tutoring is much more common in urban areas than in rural areas (27 percent versus 20 percent). Urban private school students pay significantly more than their rural counterparts: 15,439GF average all (56,374GF average non-zero) compared with 4,730GF average all (23,217GF average non-zero). Although a great difference is not seen in the percentage of male and female students being tutored in either private or public school, Table 5.2 and Table 5.3 show that more is being spent on female students. For public school students, an average of 4,753GF (32,432GF non-zero) per female student is spent annually, compared with 3,915GF (24,541GF non-zero) per male student. Similarly, for private school students, an average of 13,065GF (52,713GF non-zero) is spent per female student, compared with 12,475GF (47,462GF non-zero) per male student.

Supplement

For supplements to teachers, the trend is exactly opposite from that of tutoring. In public schools, 26 percent of students pay a supplement for the teacher, whereas in private schools, 15 percent of students pay a supplement for the teacher. Although the percentages are not high, this expense is not an insignificant sum. Notably, among children attending public schools, more is spent per child in rural than in urban areas. In public schools, an average of 5,673GF (18,609GF non-zero) is spent per rural student, compared with the average 4,022GF (19,838GF non-zero) spent per urban student. Conversely, in private schools more is spent on supplements for teachers in urban areas 5,939GF (49,350GF non-zero) than in rural areas 4,772GF (20,777GF non-zero). Private school students in Conakry are the least likely to pay supplements, but if they do, they pay a large amount per student (58,163GF average non-zero).

Other

A significant percentage of students in both public and private school pay for other school expenditures (47 percent of public school students and 37 percent of private school students). Expenditures do not vary significantly by gender but do by residence for both public and private school students; rural students pay more for other costs than urban students. In public schools, urban students pay an average of 2,751GF per student (5,814GF non-zero) compared with rural students who pay an average of 3,502GF (7,496 non-zero). The average for private school students is about the same as for public school students; urban students pay an average of 2,644GF, whereas rural students pay an average of 3,768GF. However, since private school students are less likely than public school students to pay other expenses, the non-zero average is higher for private students than the non-zero average for public students. Urban private school students pay a non-zero average of 6,804GF versus a non-zero average of 11,742GF for rural private school students.

Table 5.2 Per-student household expenditures on primary schooling

Average annualized per-student household expenditures (Guinean francs) on primary schooling by school type and selected background characteristics, Guinea 1999

Characteristic	Primary school expenditures (GF) per student									
	Fees[1]	Uniforms	Books	Supplies	Transport/ Meals	Tutoring	Supple-ment for teacher	Other	Total annual expendi-tures	Number of primary school students
PUBLIC SCHOOLS										
Gender										
Male	-	5,048	2,226	3,297	49,885	3,915	5,086	3,439	72,894	1,260
Female	-	4,197	2,080	3,217	34,054	4,753	4,801	2,800	55,902	845
Residence										
Urban	-	4,598	2,147	3,504	51,403	5,741	4,022	2,751	74,165	895
Rural	-	4,787	2,182	3,088	37,705	3,150	5,673	3,502	60,086	1,210
Region										
Lower Guinea	-	4,509	1,757	2,988	18,773	3,262	3,589	3,813	38,691	503
Middle Guinea	-	3,832	1,598	2,172	49,896	3,450	2,628	1,794	65,370	373
Upper Guinea	-	4,377	2,291	3,507	106,197	6,736	4,777	3,492	131,378	238
Forest Guinea	-	6,072	2,790	3,868	42,625	4,340	10,231	3,983	73,908	568
Conakry	-	4,064	2,251	3,611	33,389	4,616	1,739	2,411	52,081	424
Total	-	4,706	2,167	3,265	43,528	4,251	4,971	3,183	66,071	2,105
PRIVATE RELIGIOUS AND SECULAR SCHOOLS										
Gender										
Male	102,305	5,293	3,018	3,775	40,163	12,475	5,742	2,769	175,541	341
Female	79,545	4,991	3,029	3,608	36,379	13,065	5,524	3,124	149,264	273
Residence										
Urban	108,753	5,602	3,594	4,174	37,921	15,439	5,939	2,644	184,066	459
Rural	43,062	3,844	1,332	2,298	40,136	4,730	4,772	3,768	103,941	155
Region										
Lower Guinea	63,015	3,612	1,546	2,513	24,438	5,930	5,527	3,913	110,493	132
Middle Guinea	119,424	3,173	1,033	2,123	27,241	4,841	6,368	2,393	166,596	36
Upper Guinea	31,900	3,747	4,832	4,043	105,261	12,221	7,176	4,978	174,158	21
Forest Guinea	97,884	7,922	2,919	3,622	74,228	7,814	15,172	6,322	215,884	85
Conakry	102,872	5,357	3,720	4,325	32,056	17,473	3,127	1,623	170,553	340
Total	92,181	5,159	3,023	3,701	38,480	12,738	5,645	2,927	163,853	614

Note: 1,635 Guinean francs (GF) = US $1. A total of 134 students have missing data on type of school attended.
[1] Data on school fees were collected only for students attending non-public schools.

Table 5.3 Per-student expenditures on primary schooling for students with non-zero expenditures

Average annualized per-student household expenditures (Guinean francs) on primary schooling for primary students with non-zero expenditures, by school type and selected background characteristics, Guinea 1999

Characteristic	Primary school expenditures (GF) per student with non-zero expenditures							
	Fees[1]	Uniforms	Books	Supplies	Transport/ Meals	Tutoring	Supple-ment for teacher	Other
PUBLIC SCHOOLS								
Gender								
Male	-	6,258	2,907	4,186	93,547	24,541	18,778	6,994
Female	-	5,418	2,901	4,313	66,124	32,432	19,401	6,410
Residence								
Urban	-	5,701	2,855	4,662	84,047	40,601	19,838	5,814
Rural	-	6,102	2,942	3,933	81,512	19,222	18,609	7,496
Region								
Lower Guinea	-	6,333	2,647	4,279	29,736	25,909	16,625	8,360
Middle Guinea	-	5,309	2,123	2,935	112,062	35,381	20,804	4,153
Upper Guinea	-	5,033	2,715	4,353	218,308	30,610	19,838	12,368
Forest Guinea	-	6,737	3,475	4,275	95,970	19,515	20,093	7,025
Conakry	-	5,297	3,185	5,269	55,330	42,000	15,224	4,884
Total	-	5,929	2,905	4,235	82,765	27,550	19,014	6,776
PRIVATE RELIGIOUS AND SECULAR SCHOOLS								
Gender								
Male	114,074	6,619	5,015	5,262	61,849	47,462	37,884	7,778
Female	92,347	6,503	5,431	5,276	60,287	52,713	38,522	7,996
Residence								
Urban	118,782	6,711	5,780	5,835	55,447	56,374	49,350	6,804
Rural	55,296	6,019	2,863	3,459	86,130	23,217	20,777	11,742
Region								
Lower Guinea	77,519	5,697	3,325	4,183	43,705	30,017	32,889	10,784
Middle Guinea	156,921	5,339	2,079	3,392	75,977	21,677	38,934	6,449
Upper Guinea	33,411	5,087	7,431	5,171	201,410	34,539	14,905	28,137
Forest Guinea	108,999	8,933	4,648	4,136	118,114	18,840	37,521	16,613
Conakry	112,886	6,367	5,991	6,165	46,401	73,861	58,163	4,222
Total	104,626	6,569	5,192	5,268	61,182	49,722	38,159	7,880

Note: 1,635 Guinean francs (GF) = US$1. A total of 134 students have missing data on type of school attended.
[1] Data on school fees were collected only for students attending non-public schools.

Women whose children attend school and for whom money is spent on schooling were asked which of the expenses is most difficult to pay (Table 5.4). Not surprisingly, the highest percentage of women said that all expenses are difficult to pay (36 percent of both urban and rural women). It is the cumulative effect of costs that is most burdensome. Conversely, 11 percent of urban women and 8 percent of rural women said that no expenses are difficult to pay. Less than 4 percent of women said meals and transport is the most difficult expense to pay, whereas 14 percent of urban women and 23 percent of rural women said that uniforms are the most difficult expense. A large difference is seen in money for teachers with 12 percent of urban women and 5 percent of rural women claiming it as the most difficult expense to pay.

Table 5.4 Most difficult school cost to pay

Percent distribution of women whose households spend money on schooling, according to the most difficult cost to pay, by residence, Guinea 1999

	Most difficult school cost to pay									
Characteristic	No expenses difficult to pay	Uniforms/ school clothes	Supplies	Meals/ Transport	Money for teachers	All expenses difficult to pay	Other	Don't know/ Missing	Total	Number of women
Residence										
Urban	10.7	14.2	15.4	3.3	11.5	35.6	7.4	1.9	100.0	812
Rural	8.2	22.9	14.3	3.8	4.7	35.7	9.4	1.0	100.0	1,036
Total	9.3	19.1	14.8	3.6	7.7	35.6	8.5	1.4	100.0	1,848

In addition to questions on specific monetary expenditures, women were asked about household contributions to schools and teachers (Table 5.5). In general, it is more common to contribute to teachers than to schools, with almost 100 percent of women living in households that provide one or more contributions to teachers, compared with only 22 percent of women living in households providing one or more contributions to schools. Overall, women from rural areas said their households make contributions more than women from urban areas. The lone exception to this is in the case of giving money to teachers where 85 percent of urban women, compared with 70 percent of rural women, said that their households give money to teachers. Notably, women from rural areas are more than twice as likely as urban women to live in a household that makes one or more contributions to schools. Clearly, there is a stronger tradition of contributing to schools in rural than in urban areas.

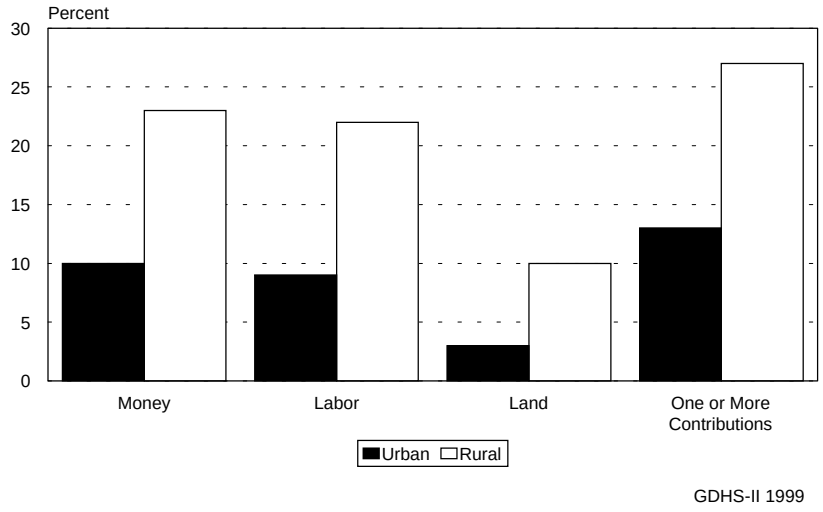
Table 5.5 Other household contributions to schooling

Percentage of women whose households have ever made contributions to primary schools and/or teachers, by residence and region, Guinea 1999

	Contributions to schools					Contributions to teachers					
Residence/ Region	Money	Labor	Land	One or more contri-butions	Number of women	Money	Lodging	Land	Food	One or more contri-butions	Number of women
Residence											
Urban	9.8	8.5	3.3	13.0	2,171	85.1	6.9	11.2	15.5	97.1	170
Rural	22.6	22.0	9.5	26.6	4,582	69.7	27.2	25.9	47.6	98.6	972
Region											
Lower Guinea	18.7	18.9	4.0	22.1	1,375	74.8	6.0	14.8	42.5	99.6	232
Middle Guinea	21.7	23.4	7.2	25.9	1,509	72.3	36.7	2.6	53.4	96.2	287
Upper Guinea	16.6	13.6	7.2	22.0	1,038	62.5	29.2	43.6	33.6	99.3	144
Forest Guinea	26.8	23.6	14.3	29.4	1,610	71.5	26.3	38.2	42.7	99.1	435
Conakry	4.9	4.9	3.0	8.5	1,222	91.7	2.1	0.0	6.3	95.8	44
Total	18.5	17.7	7.5	22.2	6,753	72.0	24.2	23.7	42.8	98.4	1,142

For all contributions, Conakry shows the lowest percentages of contributions, except for money to teachers; Conakry has the highest percentage of women claiming that their households contribute money (92 percent). Women from Forest Guinea show the highest percentage of households contributing land to schools with 14 percent. Generally, it is more common to contribute land to teachers than land to schools, except for in Middle Guinea and Conakry, where contributing land to teachers is rare (2.6 percent and 0 percent, respectively).

Figure 5.4
Percent Distribution of Women Whose Households Contribute to Primary Schools by Type of Contribution and Residence



Women report that the government is primarily responsible for both the finance and construction of schools as well as the payment of teacher salaries (58 percent and 75 percent, respectively). A small number of women report that parents are solely responsible for payment of teacher salaries (4 percent), compared with the finance and construction of schools (9 percent). Thus, women see the government as more responsible for the continuing costs of schooling rather than the one time cost of school construction. A substantial percentage of women said that another organization is responsible for these two school supports, such as NGOs, private funders, or the proprietor of the school.

Table 5.6 Finance and construction of school and payment of teachers' salaries

Percent distribution of women by group responsible for supporting school construction and paying teachers' salaries, Guinea 1999

Group responsible for support	Type of school support: Finance and construction of school	Type of school support: Payment of teacher salaries
Government	58.3	74.9
Parents	11.9	4.2
Government and parents	9.4	3.8
Other	13.8	15.2
Don't know/Missing	6.6	2.0
Total	100.0	100.0
Number of women	3,621	3,621

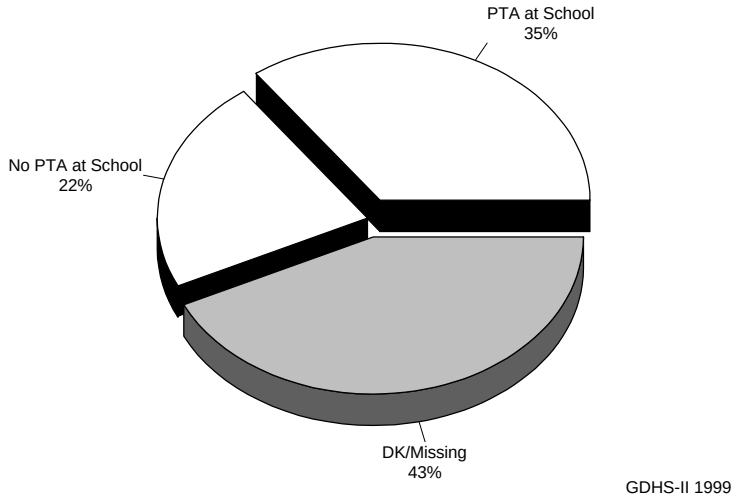
In total, 35 percent of women report that there is a parent-teacher association (PTA) at the local school or the school their children attend (Table 5.7). There are slight differences in the existence of a PTA by residence and region. Thirty-eight percent of urban women, compared with 34 percent of rural women, report the existence of a PTA. Regional differences range from 28 percent in Lower Guinea to 45 percent in Forest Guinea. Lower percentages of women report that there is no PTA at school, with an total percentage of 22 percent saying there is no PTA at the local school or the school their children attend. However, 43 percent of women report that they do not know whether there is a PTA at the local school or the school where their children attend.

Table 5.7 Existence of parent-teacher association (PTA) at local school

Percent distribution of women, by existence of PTA at local school or at school that children in the household attend, by residence and region, Guinea 1999

Residence/ Region	Parent-teacher Association			Total	Number of women
	PTA at school	No PTA at school	Don't know/ Missing		
Residence					
Urban	37.7	26.9	35.4	100.0	971
Rural	33.9	20.2	45.9	100.0	2,650
Region					
Lower Guinea	27.5	28.5	44.0	100.0	764
Middle Guinea	37.7	10.1	52.2	100.0	923
Upper Guinea	29.5	20.9	49.6	100.0	602
Forest Guinea	44.7	23.8	31.6	100.0	828
Conakry	31.7	32.2	36.1	100.0	505
Total	34.9	22.0	43.1	100.0	3,621

Figure 5.5
Existence of Parent-Teacher Association (PTA) at Local School



5.2 TRAVEL TIME TO SCHOOL

The average estimated travel time in urban areas is much lower than in rural areas (19 minutes and 47 minutes, respectively). Not surprisingly, the travel time in Conakry is short with an average estimated travel time of 15 minutes. In Conakry, 82 percent of women live in households under 20 minutes from the nearest primary school. For urban areas, Table 5.8 shows that the majority (71 percent) of nearest primary schools are within 20 minutes of the household, and only 2 percent of the nearest primary schools are more than 60 minutes away. In rural areas, the nearest primary schools are further away, with 20 percent of households more than 60 minutes away.

Table 5.8 Travel time to nearest primary school

Percent distribution of women by time (in minutes) to the nearest primary school, according to residence and region, Guinea 1999

Residence/ Region	Minutes to nearest primary school				Total	Number of women	Mean travel time
	0-20	21-40	41-60	60+			
Residence							
Urban	70.9	20.6	6.7	1.8	100.0	946	19
Rural	44.5	19.2	15.9	20.4	100.0	2,200	47
Region							
Lower Ginea	41.7	23.4	18.9	16.0	100.0	605	40
Middle Guinea	35.2	23.1	15.6	26.2	100.0	757	59
Upper Guinea	49.8	18.7	11.6	19.9	100.0	502	45
Forest Guinea	60.0	17.5	14.2	8.3	100.0	781	30
Conakry	82.3	13.9	2.6	1.3	100.0	501	15
Total	52.5	19.6	13.2	14.8	100.0	3,146	39

Figure 5.6
Percent Distribution of Women by Reported Travel Time to Nearest Primary School, According to Region

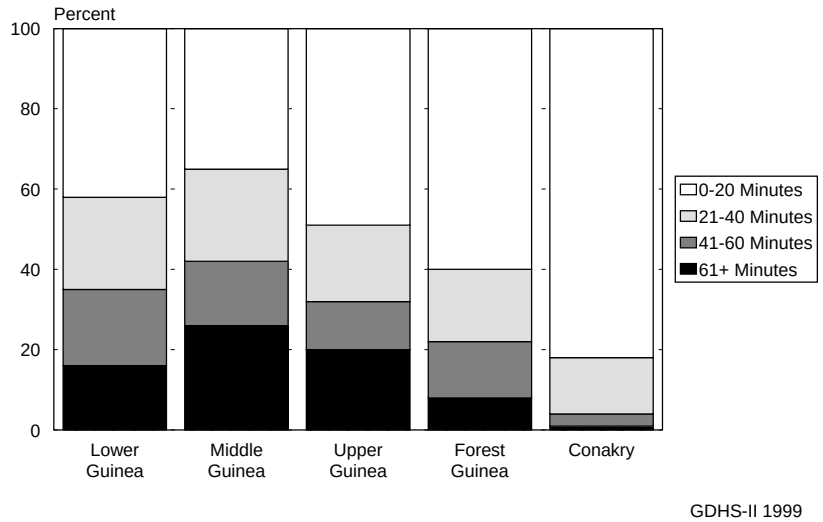


Figure 5.7
Percent Distribution of Women by Reported Travel Time to Nearest Primary School, According to Residence

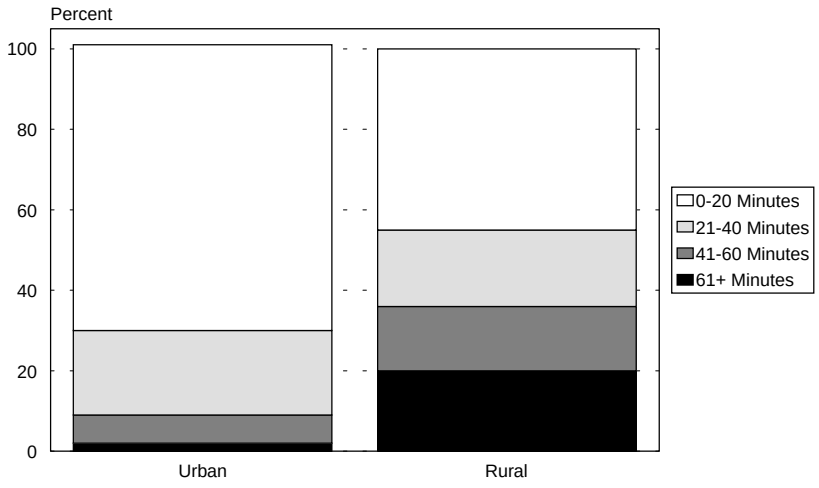


Table 5.9 uses the primary net attendance ratio (NAR) among those children of mothers who were surveyed, so the overall net attendance ratio differs slightly from that presented in Chapter 2, which represents the household population. However, the overall primary NAR shows the same general trends; the primary NAR is significantly higher in urban areas than in rural areas and the primary NAR is higher for males than for females. In urban areas, the primary NAR is 79 percent for males and 69 percent for females, whereas in rural areas the primary NAR is 39 percent for males and 25 percent for females.[13]

Table 5.9 examines the relationship between the time to school, which measures both access to schooling and the cost to the household in terms of travel time, and attendance of children who are primary-school-age (7-12 years). The results suggest that distance to school disproportionately affects rural children. In rural areas, the lowest primary NAR is seen for those living more than 60 minutes to the nearest primary school (16 percent for rural males versus 9 percent for rural females). Walking time does not affect primary NAR in urban areas. This is likely due to the higher proportion of both male and female children attending in urban areas as well as the greater likelihood of traveling by vehicle to school, which would make walking time a poor reflection of the actual time spent getting to school.

[13] The primary NAR presented in Chapter 2 is, in urban areas, 77 percent for males and 64 percent for females. In rural areas, it is 34 percent for males and 21 percent for females.

Table 5.9 Primary school net attendance ratio by time to school

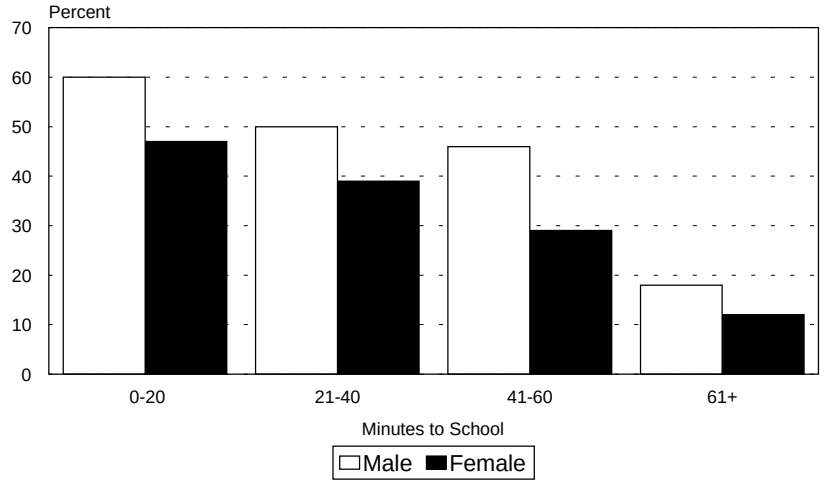
Primary school net attendance ratios (NAR) by walking time (in minutes) to the nearest primary school, according residence and gender, Guinea 1999

	NAR					
	Minutes					
Residence	0-20	21-40	41-60	60+[1]	Total NAR	Number of children
MALE						
Residence						
Urban	78.5	76.0	86.8	-	78.6	626
Rural	48.5	37.4	38.1	16.1	38.8	1,524
Total	59.9	49.8	45.6	17.9	50.4	2,150
FEMALE						
Residence						
Urban	69.0	65.6	75.4	-	68.7	624
Rural	33.0	25.5	22.1	8.5	24.6	1,506
Total	47.2	39.0	29.2	11.6	37.5	2,130

Note: The NAR for primary school is the percentage of the population of primary school-age children (7-12) that are attending primary school. NAR in this table is calculated for the children age 7-12 from the education module.

[1] Data are not presented for male children age 7-12 who live in urban areas and who live 60 minutes or more from the nearest primary school because there are only 7 cases. Data are not presented for female children age 7-12 who live in urban areas and who live 60 minutes or more from the nearest primary school because there are only 17 cases.

Figure 5.8
Net Attendance Ratio by Travel Time to Nearest Primary School and Gender



CHAPTER 6

SCHOOL CHARACTERISTICS AND COMMUNITY-SCHOOL INTERACTIONS

This chapter and Chapter 7 include community-level data that was collected from community informants in each cluster. These data were analyzed at the household level to be considered nationally representative and thus are discussed in terms of the household.

6.1 DISTANCE TO AND ACCESS TO PRIMARY SCHOOLS[14]

Table 6.1 shows that for both urban and rural households, the closest primary school is located within the same locality for the majority of households (57 percent and 63 percent, respectively). Overall, rural households are slightly more likely not to have the closest primary school within the same locality and district, though they are also twice as likely to not have a primary school within the same community (1.8 percent versus 0.9 percent, respectively).

Table 6.1 Location of primary school closest to community

Percent distribution of households by location of closest primary school, according to residence, Guinea 1999

	Location of closest primary school					
	In same community					
Residence	In same locality	In same district	In same prefecture	Not in same community	Total	Number of households
Residence						
Urban	57.3	22.2	19.6	0.9	100.0	1,453
Rural	63.2	26.9	8.1	1.8	100.0	3,637
Total	61.5	25.6	11.4	1.5	100.0	5,090

Note: A locality is a subdivision of a district and a district is a subdivision of a prefecture.

Table 6.2 shows that the average distance to the closest primary school in urban areas is 0.4 km, whereas in rural areas it is more than 6 times as far with an average distance of 2.6 km. This indicates that the conception of the terms, locality, district, and prefecture may differ slightly with the area of each larger in rural areas than in urban areas. As expected, the average distance varies from 0.2 km for households that have schools in the same locality to 14.1 km for households that do not have a primary school in the same community.

[14] Tables 6.1, 6.2, and 6.3 examine the distance to primary schools and access to primary school grades 1-6 by locality, district, and prefecture. These geographical terms are general and may be interpreted differently since they are defined in relation to each cluster area.

Table 6.2 Distance to primary school closest to the community

Mean distance (kilometers) to closest primary school, by residence and location of school, Guinea 1999

Residence/ School location	Mean distance (km)
Residence	
Urban	0.4
Rural	2.6
School location	
In same community	
In same locality	0.2
In same district	3.5
In same prefecture	6.5
Not in same community	14.1
Total	2.0

Note: A locality is a subdivision of a district and a district is a subdivision of a prefecture.

Although access in terms of distance shows that almost all households have access to primary schools within the same community, Table 6.3 shows that 11 percent of households do not have a primary school with all six grades within the community. This disproportionately affects rural households, with 14.9 percent of households not having a primary school with all six grades available within the community, compared with only 1 percent of urban households (see Figure 6.1). Fifty percent of urban households have access to a complete cycle of primary school in the same locality in comparison to 24 percent of rural households.

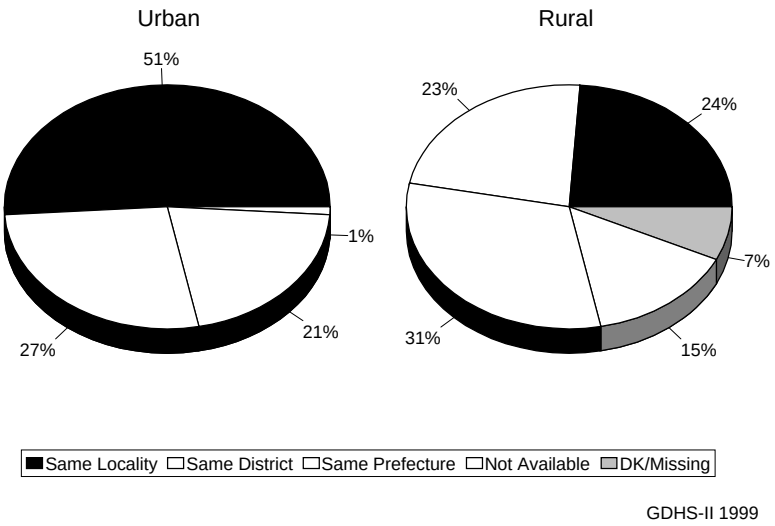
Table 6.3 Access to complete primary school grades

Percent distribution of households by access to all primary school grades (1-6), according to residence, Guinea 1999

	Access to complete cycle of primary school						
	In same community			Not available in community	Don't know/ Missing	Total	Number of households
Residence	Same locality	Same district	Same prefecture				
Residence							
Urban	50.6	27.1	21.5	0.9	0.0	100.0	1,453
Rural	24.1	23.2	30.5	14.9	7.3	100.0	3,637
Total	31.6	24.3	27.9	10.9	5.2	100.0	5,090

Note: A locality is a subdivision of a district and a district is a subdivision of a prefecture.

Figure 6.1
Access to Complete Cycle of Primary School



GDHS-II 1999

6.2 SCHOOL CHARACTERISTICS

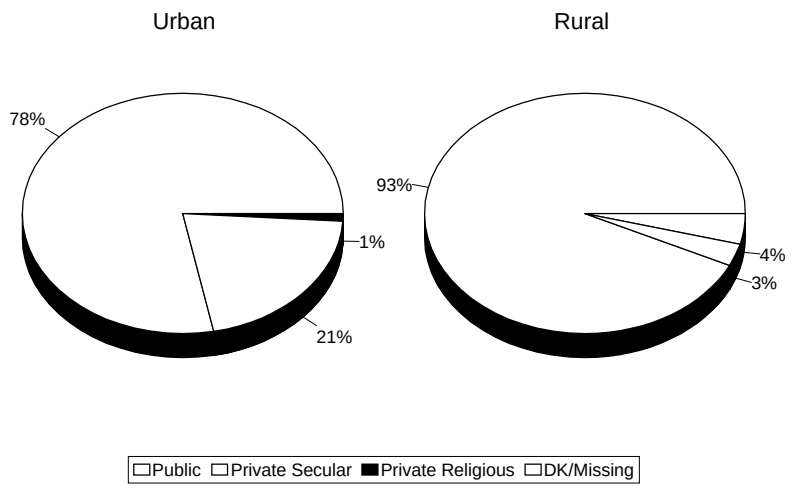
Tables 6.4 through 6.7 present data on the characteristics of the primary school located closest to the household. Table 6.4 presents data on the school type and on the use of multiple-grade classes in the school. Combined with data on the distance to the school closest to the household (see Table 6.2), data on access to public schools suggests the ease of household access to public schools, which tend to be less expensive than private schools (see Table 5.2). The closest school to households in both rural (93 percent) and urban areas (79 percent) is likely to be a public school (see Figure 6.2). A similar pattern holds in most of the regions, with the exception of Conakry, where for about 34 percent of the households, the closest primary school is a private secular school.

Table 6.4 School type closest to community

Percent distribution of households by type of school closest to the community and percentage of households having multiple-grade classes in the school closest to community, according to residence and region, Guinea 1999

Residence/ Region	School type closest to community				Total	Multiple-grade classes	Number of households
	Public	Private secular	Private religious	Don't know/ Missing			
Residence							
Urban	78.5	20.6	0.8	0.0	100.0	15.8	1,453
Rural	92.6	2.9	0.0	4.5	100.0	25.2	3,637
Region							
Lower Guinea	98.8	0.0	1.2	0.0	100.0	39.2	1,042
Middle Guinea	88.1	0.0	0.0	11.9	100.0	5.3	1,371
Upper Guinea	86.5	13.5	0.0	0.0	100.0	32.3	792
Forest Guinea	97.0	3.0	0.0	0.0	100.0	31.3	1,104
Conakry	66.2	33.8	0.0	0.0	100.0	8.1	781
Total	88.6	7.9	0.2	3.2	100.0	22.5	5,090

Figure 6.2
Types of Schools by Residence



GDHS-II 1999

Multiple-grade classes are often used in schools with either a shortage of teachers to cover all the grades needed, or with small class sizes that can be combined and taught in one classroom. As might be expected, there is great variation by background characteristics in the use of multiple-grade classrooms in schools. About one in four rural households' closest school uses multiple-grade classrooms, compared with about 16 percent in urban schools. Multiple-grade classrooms are far less common in Middle Guinea and in Conakry than in Lower, Upper, and Forest Guinea.

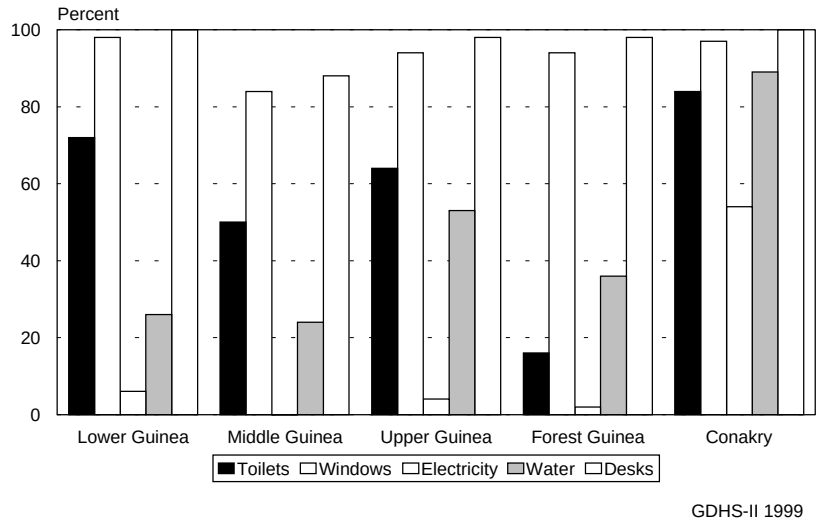
Table 6.5 shows the percentage of households whose closest school has access to certain facilities and amenities. Access to the facilities and amenities listed in Table 6.5, as well as the other school characteristics presented in Tables 6.6 and 6.7, can be seen as indicators of school quality. The vast majority of households have access to schools that have windows in the classrooms and desks for students. Access to water, however, shows a much greater disparity: in rural areas, only 29 percent of households live closest to a school with access to water at the school, compared with 71 percent of rural households. Regional differences, too, are notable, with nearly 89 percent of households living closest to schools with water at the school in Conakry, compared with only about 24 percent and 26 percent in Middle and Lower Guinea, respectively (see Figure 6.3).

Table 6.5 School facilities and amenities

Percentage of households whose closest school has specific facilities and amenities, by residence and region, Guinea 1999

Residence/ Region	Facilities and amenities				Number of households
	Windows in classroom	Elec-tricity	Water at school	Desks for students	
Residence					
Urban	97.6	34.0	71.2	100.0	1,453
Rural	90.6	1.1	29.3	94.6	3,637
Region					
Lower Guinea	97.8	6.3	25.8	100.0	1,042
Middle Guinea	83.8	0.0	23.7	88.1	1,371
Upper Guinea	94.1	3.5	52.9	98.2	792
Forest Guinea	94.3	1.7	35.8	98.2	1,104
Conakry	97.3	54.1	88.9	100.0	781
Total	92.6	10.5	41.3	96.1	5,090

Figure 6.3
Percentage of Households Whose Closest School Has Specific Amenities, by Region



GDHS-II 1999

Access to electricity in schools is relatively uncommon and is primarily a function of urban or rural location. In rural areas, only 1 percent of households live closest to schools with electricity, compared with more than one-third of urban households and more than 54 percent of households in Conakry.

Table 6.6 presents the percentage of households whose closest school provides toilet facilities for students. The issue of access to school toilets is critical, not only because of health matters, but also because of the possible impact on school attendance and persistence. There is some evidence that girls in particular, and adolescent girls more than younger girls, may be less likely to attend school at all and more likely to be absent from school on an everyday basis (perhaps going to school but then leaving school for the day to go home in order to use the facilities) and during menstruation.

Table 6.6 School toilet facilities

Percent distribution of households by type of toilet facilities at closest primary school, according to residence and region, Guinea 1999

Residence/ Region	Toilet facilities: No toilets	Communal toilets only	Separate toilets for boys and girls	Don't know/ Missing	Total	Number of households
Residence						
Urban	18.0	23.7	57.4	0.9	100.0	1,453
Rural	50.4	9.3	34.4	6.0	100.0	3,637
Region						
Lower Guinea	28.1	10.8	58.8	2.3	100.0	1,042
Middle Guinea	50.1	11.6	26.3	11.9	100.0	1,371
Upper Guinea	36.3	24.8	37.8	1.1	100.0	792
Forest Guinea	63.4	3.7	29.9	3.0	100.0	1,104
Conakry	16.1	22.3	61.6	0.0	100.0	781
Total	41.1	13.4	40.9	4.5	100.0	5,090

Access to a sanitation facility (some type of toilet or bucket) is widespread among urban households in Guinea, with all but 3 percent of urban households having access. However, 51 percent of rural households do not have access.[15] In schools, the coverage is similar in rural households and even less in urban areas: in rural areas, more than half of the households live closest to schools with no toilets for students, compared with just 18 percent of urban households. In Forest Guinea, the proportion is even lower, with 63 percent of households living closest to schools that do not provide toilets for students. Among those households whose closest schools have toilets for students, the majority provide separate toilets for girls and boys, rather than communal student facilities.

Table 6.7 presents data on households' access to schools with high-quality school buildings and classrooms that are not overcrowded, according to key community informants' perceptions of the school. To the extent that perceived quality of school buildings or of overcrowded classrooms affects parents' willingness to send their children to primary school and to keep them in school, these perceptions may affect enrollment and persistence rates. Perceptions of school building quality are similar in both urban and rural areas, and across most regions, with the exception of Lower Guinea (with a higher "good" school building quality rating) and Forest Guinea (with a higher "poor" school building quality rating).

[15] Direction Nationale de la Statistique [Guinea] and Macro International. 2000. *Enquête Démographique et de Santé, Guinée 1999.* Calverton, Maryland USA: Direction Nationale de la Statistique and Macro International Inc.

The same similarities are obtained with the perception of overcrowded classrooms: more than half of the households live closest to schools whose classrooms are perceived by community informants to be overcrowded. There are more substantial regional differences, with perceived overcrowding being more common in Forest Guinea and less common in Lower Guinea.

Table 6.7 School building quality and classroom capacity

Percent distribution of households by perceived quality of school buildings at closest primary school and percentage of classrooms perceived as overcrowded, according to residence and region, Guinea 1999

Residence/ Region	Quality of building(s)				Over-crowded class-rooms	Number of households
	Good	Average	Poor	Total		
Residence						
Urban	45.8	39.1	15.1	100.0	50.7	1,453
Rural	43.7	35.2	21.2	100.0	53.5	3,454
Region						
Lower Guinea	65.8	26.4	7.7	100.0	25.6	1,042
Middle Guinea	40.1	46.5	13.4	100.0	55.7	1,208
Upper Guinea	48.4	24.0	27.7	100.0	58.0	792
Forest Guinea	25.9	45.6	28.5	100.0	73.1	1,084
Conakry	43.6	33.4	23.0	100.0	50.5	781
Total	44.3	36.3	19.4	100.0	52.7	4,907

6.3 COMMUNITY CONTRIBUTIONS TO SCHOOLS

Table 6.8 presents data on the percentage of households located in communities that provide material support or labor in support of local primary schools. Urban households are less likely than rural households to live in communities providing support to local schools (65 percent versus 81 percent). These findings support the data collected at the household level and presented in Table 5.5, which suggest that rural households are considerably more likely than urban ones to support local schools. These findings are also consistent with international data that suggest a much stronger support of schools in rural than in urban areas. Regional differences in support are pronounced, with 96 percent of the households in Lower Guinea living in communities providing support to local schools, compared with only 59 percent of households in Conakry.

Table 6.8 Community support for schools

Percent distribution of households by whether support is provided to primary schools, according to residence and region, Guinea 1999

Residence/ Region	Household support to primary school: Provided	Not provided	Don't know/ Missing	Total	Number of households
Residence					
Urban	65.4	34.6	0.0	100.0	1,453
Rural	80.9	14.6	4.5	100.0	3,637
Region					
Lower Guinea	95.9	4.1	0.0	100.0	1,042
Middle Guinea	76.7	11.4	11.9	100.0	1,371
Upper Guinea	75.0	25.0	0.0	100.0	792
Forest Guinea	71.1	28.9	0.0	100.0	1,104
Conakry	59.0	41.0	0.0	100.0	781
Total	76.4	20.3	3.2	100.0	5,090

Table 6.9 presents, for households located in communities that provide support to local schools, data on the local agency responsible for organizing the school support. The parent-teacher association is overwhelmingly responsible for providing support in urban and rural areas and in most of the regions. Particularly in Upper Guinea, however, citizens' associations also play a role in organizing community support for schools.

Table 6.9 Agencies responsible for organizing school support

Percent distribution of households by local agency responsible for organizing school support, according to residence and region, Guinea 1999

Residence/ Region	Local agency responsible for organizing school support: PTA	Citizens' association	Religious group	NGO	No responsible supporting agency/ whole community	Number of house-holds
Residence						
Urban	87.0	0.0	1.1	4.2	11.0	950
Rural	70.8	4.1	0.0	0.5	27.6	2,941
Region						
Lower Guinea	59.5	0.0	0.0	0.0	41.8	1,000
Middle Guinea	95.3	2.4	0.0	0.0	2.4	1,052
Upper Guinea	86.8	10.8	0.0	0.0	5.5	594
Forest Guinea	46.2	4.0	0.0	7.0	51.6	785
Conakry	94.2	0.0	2.3	0.0	7.8	461
Total	74.7	3.1	0.3	1.4	23.5	3,891

NGO = Nongovernmental organization
PTA = Parent-teacher association

CHAPTER 7

PERCEPTIONS OF CHILDREN'S SCHOOL PARTICIPATION

Within the community survey a certain number of questions addressed the perceptions of school participation of girls and of boys.

7.1 ENROLLMENT RATES

Table 7.1 presents the distribution of households according to the perception of the number of boys and girls enrolled in first grade. Three-quarters of the households believe that boys enroll in greater numbers than girls. This proportion is slightly higher in urban areas (83 percent) than in rural areas (75 percent). In addition, very few believe that the numbers of boys enrolled in first grade is equal to the number of girls (11 percent). Finally, in only 8 percent of households do they believe that girls enroll in greater numbers than boys.

Table 7.1 Gender and grade 1 enrollments

Percent distribution of households by perceived numbers of boys and girls enrolling in grade 1, according to residence, Guinea 1999

	Perceived gender balance in grade 1					
Residence	Equal numbers of boys/girls	More boys than girls	More girls than boys	Don't know/ Missing	Total	Number of households
Residence						
Urban	9.8	82.8	5.9	1.4	100.0	1,453
Rural	11.7	74.6	8.6	5.1	100.0	3,637
Total	11.1	77.0	7.8	4.1	100.0	5,090

In the community survey, questions were also asked about what measures would improve the enrollment of boys and girls. Table 7.2 and Figure 7.1 show that for the most part the principal measures given for improving attendance levels do not differ by gender. The reasons most often cited are reduce the need for children to work (43 percent for both boys and girls), reduce school costs (39 percent for boys and 32 percent for girls), build/repair schools (30 percent for boys and 27 percent for girls). Interestingly, public awareness campaigns were cited much more often for girls (40 percent) than for boys (27 percent).

The reduction of schooling costs is cited much more frequently in rural areas (46 percent for boys and 39 percent for girls) than in urban areas (35 percent for boys and 29 percent for girls). Similarly, offering all six grades of primary education at the school was seen as a greater incentive in rural areas than in urban areas (29 percent for boys and 26 percent for girls and 17 percent for both boys and girls).

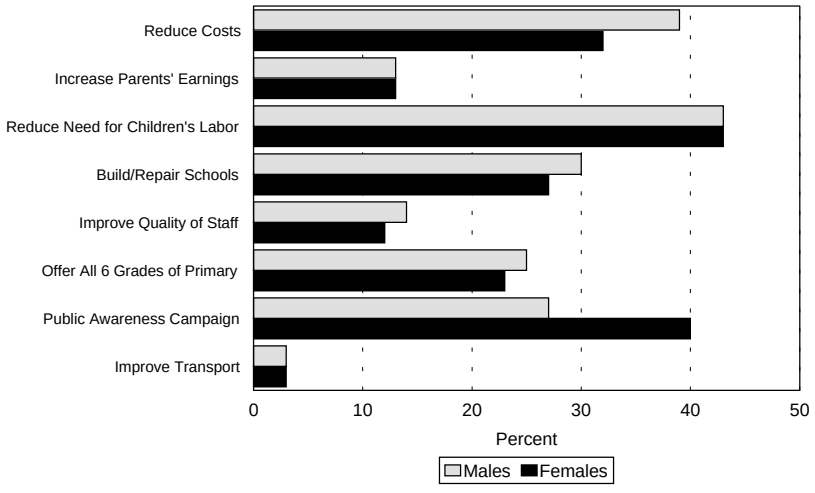
Table 7.2 Factors perceived to increase primary school enrollment

Percentage of households in which specific factors are perceived as increasing primary school enrollment, by residence and gender, Guinea 1999

Residence	Cost-related factors			School factors			Other		Number of households
	Reduce costs	Increase parents' earnings	Reduce need for children's labor	Build/ repair schools	Improve quality of staff	Offer all 6 grades of primary at school	Public awareness campaign	Improve transport	
				MALE					
Residence									
Urban	46.3	17.0	44.3	30.6	11.6	17.0	26.7	4.8	1,453
Rural	35.4	11.0	42.2	29.5	14.5	28.7	27.3	2.4	3,637
Total	38.5	12.7	42.8	29.8	13.7	25.3	27.2	3.1	5,090
				FEMALE					
Residence									
Urban	39.4	17.7	44.6	26.2	9.4	16.7	42.7	3.2	1,453
Rural	29.3	11.7	42.6	26.8	13.6	26.1	38.7	2.3	3,637
Total	32.2	13.4	43.2	26.6	12.4	23.4	39.8	2.6	5,090

Note: More than one response was possible.

Figure 7.1
Percentage of Households in Which Specific Factors Are Perceived to Increase Primary School Enrollment



7.2 COMPLETION OF PRIMARY SCHOOL

In Table 7.3, the results show that almost all households (92 percent) think that the number of boys who finish primary school is greater than the number of girls who finish primary school. This opinion does not differ significantly by area of residence (91 percent in rural areas and 93 percent in urban areas).

Table 7.3 Perceived gender balance among children completing primary school

Percent distribution of households by perceived number of boys and girls completing primary school, according to residence, Guinea 1999

	Perceived gender balance among children completing primary school					
Residence	Equal numbers of boys/ girls	More boys than girls	More girls than boys	Don't know/ Missing	Total	Number of households
Residence						
Urban	5.0	93.3	1.7	0.0	100.0	1,453
Rural	2.5	91.3	1.1	5.1	100.0	3,637
Total	3.2	91.9	1.3	3.6	100.0	5,090

The principal reason that girls do not finish primary school was asked of all those who said boys finish in greater numbers than girls. These results are presented in Table 7.4. In 46 percent of the cases, marriage was cited as the primary factor that prevents girls from finishing primary school. Academic failure and lack of interest were given at the same rate of 17 percent for the principal reason girls do not finish primary school. Twelve percent of households gave the need for girls to work as the main reason girls do not finish primary school. A smaller proportion (9 percent) cited the cost of supplies and uniforms, and 8 percent cited distance from school. Finally, for very few households, lack of safety getting to school (2 percent) and overcrowded classrooms (1 percent) explain why girls do not finish primary school.

The reasons why girls do not finish primary school diverge according to area of residence. In urban areas, in slightly more than one household in five (21 percent), the cost of supplies and uniforms explain why girls do not finish primary school. Interestingly, in rural areas this proportion is only 5 percent. Conversely, distance constitutes a greater reason for girls leaving school in rural areas than in urban areas. Distance from school does no constitute a reason in urban areas, yet in rural households, one in six households cite distance as a reason that girls do not finish primary school (11 percent). Marriage, as the most frequently cited reason for girls not finishing primary school, differs by area of residence. Marriage was cited more frequently in urban areas (52 percent) than in rural areas (33 percent).

Table 7.4 Reasons girls do not finish primary school

Percent distribution of households by the perceived main reasons girls who begin primary school do not complete grade 6, according to household location, Guinea 1999

	Cost-related factors			Child factors		School factors				
Residence	Cost of supplies uniforms, etc.	Girls' labor needed	School too far away	Failure/ child lazy	Marriage	Classes too large	Not safe on way/ in school	Other	Total	Number of households
Residence										
Urban	21.4	14.0	0.0	22.2	33.2	2.3	1.8	4.9	100.0	1,356
Rural	4.5	10.4	11.0	14.9	51.6	0.7	2.2	4.7	100.0	3,322
Total	9.4	11.5	7.8	17.0	46.3	1.2	2.1	4.8	100.0	4,678

Note: Includes cases in which informants said that more boys than girls finish primary school. Cases in which informants said that more girls than boys finish school were insufficient to analyze the reasons boys do not finish primary school.

APPENDIX A

DESCRIPTIVE TABLES

Table A.1 Children's characteristics

Percent distribution of children age 6-15, by selected background characteristics, Guinea 1999

Characteristic	Weighted percent	Number of children	
		Weighted	Unweighted
Age			
6-8	26.3	2,083	2,073
9-10	25.5	2,020	1,998
11-15	48.2	3,825	3,775
Gender			
Male	50.4	3,998	3,961
Female	49.6	3,931	3,886
Residence			
Urban	27.5	2,179	2,345
Rural	72.5	5,749	5,502
Region			
Lower Guinea	22.2	1,757	1,764
Middle Guinea	25.5	2,018	1,652
Upper Guinea	16.5	1,312	1,422
Forest Guinea	22.0	1,744	1,809
Conakry	13.8	1,097	1,200
Asset index			
Lowest quintile	23.2	1,843	1,730
Second quintile	19.6	1,554	1,508
Middle quintile	18.9	1,497	1,465
Fourth quintile	20.2	1,605	1,614
Highest quintile	18.0	1,430	1,530
Total	100.0	7,929	7,847

APPENDIX B

SAMPLING ERRORS

APPENDIX B

ESTIMATES OF SAMPLING ERRORS

The estimates from a sample survey are affected by two types of errors: (1) nonsampling errors, and (2) sampling errors. Nonsampling errors are the results of shortfalls made in implementing data collection and data processing, such as failure to locate and interview the correct household, misunderstanding of the questions on the part of either the interviewer or the respondent, and data entry errors. Although numerous efforts were made during the implementation of the GDHS-II 1999 to minimize this type of error, nonsampling errors are impossible to avoid and difficult to evaluate statistically.

Sampling errors, on the other hand, can be evaluated statistically. The estimates of sampling error presented in this report are based on a sample of children age 6-24 living in the 5,090 households surveyed. If the survey had been selected from another sample of children 6-24, the results would be slightly different from the results of the actual sample selected. Sampling errors are a measure of the variability between all possible samples. Although the degree of variability is not known exactly, it can be estimated from the survey results.

A sampling error is usually measured in terms of the *standard error* for a particular statistic (mean, percentage, etc.), which is the square root of the variance. The standard error can be used to calculate confidence intervals within which the true value for the population can reasonably be assumed to fall. For example, for any given statistic calculated from a sample survey, the value of that statistic will fall within a range of plus or minus two times the standard error of that statistic in 95 percent of all possible samples of identical size and design.

If the sample of children 6-24 had been selected as a simple random sample, it would have been possible to use straightforward formulas for calculating sampling errors. However, the GDHS-II 1999 sample is the result of a two-stage stratified design, and, consequently, it was necessary to use more complex formulae. The computer software used to calculate sampling errors for the GDHS-II 1999 is the ISSA Sampling Error Module. This module uses the Jackknife repeated replication method.

The Jackknife repeated replication method derives estimates of complex rates from each of several replications of the parent sample, and calculates standard errors for these estimates using simple formulae. Each replication considers *all but one* of the clusters in the calculation of the estimates. Pseudo-independent replications are thus created. In the GDHS-II 1999, there were 293 non-empty clusters. Hence, 293 replications were created. The variance of a rate *r* is calculated as follows:

$$SE^2(R) = var(r) = \frac{1}{k(k-1)} \sum_{i=1}^{k} (r_i - r)^2$$

in which

$$r_i = kr - (k-1)r_{(i)}$$

where r is the estimate computed from the full sample of 293 clusters,
$r_{(i)}$ is the estimate computed from the reduced sample of 292 clusters (i^{th} cluster excluded), and
k is the total number of clusters.

In addition to the standard error, ISSA computes the design effect (DEFT) for each estimate, which is defined as the ratio between the standard error using the given sample design and the standard error that would result if a simple random sample had been used. A DEFT value of 1.0 indicates that the sample design is as efficient as a simple random sample, while a value greater than 1.0 indicates the increase in the sampling error due to the use of a more complex and less statistically efficient design. ISSA also computes the relative error and confidence limits for the estimates.

Sampling errors for the GDHS-II 1999 are calculated for repetition and dropout rates only. The results are presented in this appendix for the country as a whole, for men and women, and for urban and rural areas. For both repetition and dropout rates, the base population is given in Table B.1. Tables B.2 to B.6 present the value of the statistic (R), its standard error (SE), the number of unweighted (N) and weighted (WN) cases, the design effect (DEFT), the relative standard error (SE/R), and the 95 percent confidence limits (R±2SE), for each variable. The DEFT is considered undefined when the standard error considering simple random sample is zero (when the estimate is close to 0 or 1).

The confidence interval (e.g., as calculated for *the Grade 6 Repetition rate*) can be interpreted as follows: the overall rate from the national sample is 0.245 and its standard error is .030. Therefore, to obtain the 95 percent confidence limits, one adds and subtracts twice the standard error to the sample estimate, i.e., 0.245±2×.030. There is a high probability (95 percent) that the *true* Grade 6 repetition rate is between 0.186 and 0.304.

The relative standard errors (SE/R), particularly the for the dropout rates, are extremely high, indicating that the results for these indicators should be used with extreme caution.

Table B.1 Rates used to calculated sampling errors, GDHS-II Guinea 1999

Variable	Base population
Repetition	
Grade 1	Children 6-24 who attended that Grade 1 the preceding school year (1997/1998)
Grade 2	Children 6-24 who attended that Grade 2 the preceding school year (1997/1998)
Grade 3	Children 6-24 who attended that Grade 3 the preceding school year (1997/1998)
Grade 4	Children 6-24 who attended that Grade 4 the preceding school year (1997/1998)
Grade 5	Children 6-24 who attended that Grade 5 the preceding school year (1997/1998)
Grade 6	Children 6-24 who attended that Grade 6 the preceding school year (1997/1998)
Dropout	
Grade 1	Children 6-24 who attended that Grade 1 the preceding school year (1997/1998)
Grade 2	Children 6-24 who attended that Grade 2 the preceding school year (1997/1998)
Grade 3	Children 6-24 who attended that Grade 3 the preceding school year (1997/1998)
Grade 4	Children 6-24 who attended that Grade 4 the preceding school year (1997/1998)
Grade 5	Children 6-24 who attended that Grade 5 the preceding school year (1997/1998)
Grade 6	Children 6-24 who attended that Grade 6 the preceding school year (1997/1998)

Table B.2 Sampling Errors- National Sample: GDHS-II Guinea 1999

			Base population					
	Value	Standard error	Unweighted	Weighted	Design Effect	Relative Error	Confidence Limits	
Variable	(R)	(SE)	(N)	(NW)	(DEFT)	(SE/R)	R-2SE	R+2SE
Repetition								
Grade 1	0.130	0.012	870	841	1.047	0.093	0.106	0.154
Grade 2	0.102	0.013	749	720	1.171	0.129	0.076	0.129
Grade 3	0.139	0.015	646	624	1.109	0.110	0.108	0.169
Grade 4	0.104	0.014	513	499	1.001	0.131	0.077	0.132
Grade 5	0.084	0.014	491	472	1.087	0.165	0.056	0.111
Grade 6	0.245	0.030	261	250	1.091	0.120	0.186	0.304
Dropout								
Grade 1	0.017	0.005	870	841	1.184	0.311	0.006	0.027
Grade 2	0.014	0.004	749	720	0.991	0.312	0.005	0.022
Grade 3	0.029	0.007	646	624	1.022	0.238	0.015	0.042
Grade 4	0.025	0.007	513	499	1.011	0.284	0.011	0.039
Grade 5	0.006	0.004	491	472	1.014	0.585	0.000	0.014
Grade 6	0.030	0.009	261	250	0.819	0.294	0.012	0.047

Table B.3 Sampling Errors- Male Sample: GDHS-II Guinea 1999

Variable	Value (R)	Standard error (SE)	Base population: Unweighted (N)	Base population: Weighted (NN)	Design Effect (DEFT)	Relative Error (SE/R)	Confidence Limits: R-2SE	Confidence Limits: R+2SE
Repetition								
Grade 1	0.130	0.015	524	507	0.994	0.114	0.100	0.159
Grade 2	0.094	0.016	429	415	1.141	0.173	0.062	0.127
Grade 3	0.144	0.021	371	360	1.122	0.144	0.102	0.185
Grade 4	0.112	0.017	335	329	0.974	0.151	0.078	0.146
Grade 5	0.088	0.018	331	320	1.146	0.206	0.051	0.124
Grade 6	0.268	0.039	179	172	1.167	0.147	0.189	0.346
Dropout								
Grade 1	0.012	0.005	524	507	1.129	0.455	0.001	0.023
Grade 2	0.008	0.004	429	415	1.042	0.578	0.000	0.017
Grade 3	0.026	0.009	371	360	1.013	0.323	0.009	0.043
Grade 4	0.019	0.008	335	329	1.039	0.410	0.003	0.035
Grade 5	0.003	0.003	331	320	0.952	1.002	0.000	0.008
Grade 6	0.017	0.012	179	172	1.246	0.730	0.000	0.041

Table B.4 Sampling Errors- Female Sample: GDHS-II Guinea 1999

Variable	Value (R)	Standard error (SE)	Base population: Unweighted (N)	Base population: Weighted (NN)	Design Effect (DEFT)	Relative Error (SE/R)	Confidence Limits: R-2SE	Confidence Limits: R+2SE
Repetition								
Grade 1	0.131	0.019	346	334	1.026	0.144	0.093	0.168
Grade 2	0.113	0.020	320	305	1.136	0.181	0.072	0.154
Grade 3	0.132	0.022	275	265	1.040	0.164	0.089	0.175
Grade 4	0.089	0.021	178	170	0.983	0.240	0.047	0.132
Grade 5	0.076	0.021	160	152	0.982	0.276	0.034	0.118
Grade 6	0.197	0.052	82	78	1.174	0.267	0.092	0.301
Dropout								
Grade 1	0.024	0.010	346	334	1.164	0.402	0.005	0.044
Grade 2	0.022	0.008	320	305	0.968	0.370	0.006	0.038
Grade 3	0.032	0.011	275	265	1.040	0.353	0.009	0.054
Grade 4	0.035	0.014	178	170	1.012	0.404	0.007	0.064
Grade 5	0.014	0.010	160	152	1.038	0.713	0.000	0.033
Grade 6	0.059	0.025	82	78	0.923	0.414	0.010	0.108

Table B.5 Sampling Errors- Urban Sample: GDHS-II Guinea 1999

Variable	Value (R)	Standard error (SE)	Base population: Unweighted (N)	Base population: Weighted (NN)	Design Effect (DEFT)	Relative Error (SE/R)	Confidence Limits: R-2SE	Confidence Limits: R+2SE
Repetition								
Grade 1	0.109	0.017	459	422	1.142	0.153	0.076	0.142
Grade 2	0.100	0.017	434	398	1.186	0.171	0.065	0.134
Grade 3	0.135	0.020	353	325	1.115	0.150	0.095	0.176
Grade 4	0.101	0.019	287	262	1.085	0.191	0.063	0.140
Grade 5	0.076	0.017	308	283	1.097	0.217	0.043	0.109
Grade 6	0.236	0.031	181	166	0.985	0.132	0.174	0.298
Dropout								
Grade 1	0.002	0.002	459	422	0.986	1.000	0.000	0.006
Grade 2	0.007	0.004	434	398	1.002	0.577	0.000	0.015
Grade 3	0.012	0.006	353	325	1.019	0.493	0.000	0.024
Grade 4	0.010	0.006	287	262	0.982	0.579	0.000	0.022
Grade 5	0.006	0.004	308	283	0.995	0.712	0.000	0.015
Grade 6	0.033	0.010	181	166	0.782	0.313	0.013	0.054

Table B.6 Sampling Errors- Rural Sample: GDHS-II Guinea 1999

Variable	Value (R)	Standard error (SE)	Base population: Unweighted (N)	Base population: Weighted (NN)	Design Effect (DEFT)	Relative Error (SE/R)	Confidence Limits: R-2SE	Confidence Limits: R+2SE
Repetition								
Grade 1	0.151	0.017	411	419	0.970	0.114	0.117	0.186
Grade 2	0.106	0.021	315	322	1.185	0.195	0.064	0.147
Grade 3	0.142	0.023	293	300	1.125	0.162	0.096	0.188
Grade 4	0.107	0.019	226	237	0.934	0.178	0.069	0.146
Grade 5	0.095	0.024	183	189	1.105	0.252	0.047	0.143
Grade 6	0.264	0.062	80	84	1.278	0.236	0.139	0.389
Dropout								
Grade 1	0.032	0.010	411	419	1.179	0.324	0.011	0.052
Grade 2	0.022	0.008	315	322	0.972	0.367	0.006	0.038
Grade 3	0.047	0.013	293	300	1.027	0.273	0.021	0.072
Grade 4	0.041	0.013	226	237	0.995	0.319	0.015	0.067
Grade 5	0.006	0.006	183	189	1.073	0.999	0.000	0.019
Grade 6	0.023	0.016	80	84	0.958	0.694	0.000	0.055

APPENDIX C

PERSONNEL OF GDHS-II 1999

APPENDIX C

PERSONNEL FOR GDHS-II 1999

I. NATIONAL PERSONNEL

National Director
Mohamed Lamine Keita
Directeur National de la Statistique

Joint National Director
Oumar Diallo
Directeur National Adjoint de la Statistique

Technical Director
Mamadou Badian Diallo
Chef de Division Démographie

Technical Team
Ibrahima Diallo
Marie-Anne Doualamou
Mamadou Chérif Bah
Abdoulaye Diallo
Jean Réné Camara
Ibrahima Kaba

Administration
Nanama Kaba, Comptable
Fatoumata Keita, Secrétaire
Moriba Keita, Chauffeur
Soriba Camara, Agent de bureau
Mamadou Aliou Diallo, Gardien

Field Supervisors
Fatoumata Danfaca (DNS)
Mandjou Sylla (DNS)
Ibrahima Bady Baldé (DNS)
Jean Réné Camara (DNS)
Mamoudou Sané (DNS)

Cluster Mapping and Listing

Ousmane Camara
Almamy Sylla
Djibril Bangoura
Zakaria Diallo
Mory Kourouma
Jean Pierre Kourouma
Ibrahima Fofana
Morike Kourouma
Abdourahmane Diallo
Cécé Loua
Mamadou Fadia Diallo
Ibrahima Sory Kaba
Lansana Salifou Soumah
Alpha Oumar Bah
Aboubacar Sylla

Training

Ibrahima Diallo
Marie-Anne Doualamou
Jean Réné Camara
Mamadou Badian Diallo

Pre-test

MBalou Bérété
Mariam Baldé
Aissata Camara
Anne Marie Gouhenant
Hadiatou Diallo
Ibrahima Bah
MMah Hélene Soumah
Fatoumata Danfaca
Fatoumata Binta Baldé
Siré Doumbouya
Nana Fofana
Ibrahima Diallo

Coordinators

Fatoumata Danfaca
Mandiou Sylla
Ibrahima Bady Baldé
Jean Réné Camara
Mamoudou Sané

Team Leaders

Lansana Fofana
Mamadou Lama Diallo
Abou Kapkin Camara
Mariama Laila Diallo
Sayon Dioubaté
Sékou Youla
Aboubacar Maiga Diakité
Madiou Barry
Fatoumata Binta Baldé
MBalou Bérété

Female Interviewers

Mariama Baldé
Salématou Diallo
Nanyalen Keita
Diénabou Diallo
MMah Hélene Soumah
Hadjirata Baldé
Kadiatou Diallo
Fatoumata Binta Diallo
Makia Touré
Aminata Douramodou
Fatoumata Oumar Diallo
Esther Zoumanigui
Hawa Oularé
Aminata Bah
Mama Bangoura
Fatoumata Bidia Diallo
Makissa Sylla
Fatoumata Hawa Barry
Hadiatou Baldé
Aissatou Diallo
Ouratou Baldé
Fatoumata Binta Dieng
Siré Doumbouya
Tiranké Diaka Kaba
Fanta Keita
Ramatoulaye Bah
Fatoumata Pouté Diallo
Kadiatou Baldé
Foulématou Bangoura
Aminata Diallo
Marie Thésy Bangoura
Dalanda Diallo
Kadiatou Mali Bah
Mariama Diouldé Diallo
Kadiatou Keita
Fatoumata Kourouma
Fatoumata Baldé
Agathe Zoumanigui
Koumba Kamano
Fatoumata Binta Bocoum

Male Interviewers

Cé Marius Doré
Ibrahima Barry
Mamadou Sarifou Diallo
Mamadou Sidy Bah
Mouctar Keita
Alpha Oumar Diallo
Séga Sankon
Mamadou Camara
Mohamed Lamine Keita
Marcelin Lama

Drivers

Mamadou Chérif Diallo
Fodé Camara
Saikou Yaya Diallo
Solomana Keita
Abdoulaye Diao Baldé
Mamady Keita
Koffi Zobélémou
Amara Konaté
Boubacar Diallo
Mory Sangaré
Amadou Kourouma
Mamadou Saliou Diallo
Jacques Tamba Tolno

Data Entry Operators

Maimouna Diakité
Salématou Fofana
Soriba Kandé
Mamadou Fadia Diallo
Aly Chérif
Aissatou Bah
Nana Camara
Henriette Sassone

Data Cleaning

Lansana Chérif (DNS)
Ibrahima Diallo (DNS)

Supervisors and Editors

Mamadou Aliou Baldé
Mohamed Kaba
Ibrahima Sory Kaba

Data Analysts

Abdoulaye Diallo (DNS)
Ibrahima Kaba (DNS)
Ibrahima Diallo (DNS)
Mamadou Badian Diallo (DNS)
Oumar Diallo (DNS)
Marie-Anne Doualamou (DNS)
Daniel Fassa Tolno (PPSG)
Mamadou Chérif Bah (DNS)
Mohamed Lamine Keita (DNS)
Amadou Lamarana Diallo (AGBEF)

Finalization Team

Mamadou Badian Diallo
Ibrahima Diallo
Marie-Anne Doualamou

II. INTERNATIONAL PERSONNEL

ORC Macro

Mohamed Ayad, Responsible for GDHS-II
Mamadou Thiam, Sampling
Nicholas Hill, Data Processing
Marilyn Wilkinson, Community Survey
Stanley Yoder, Female Genital Cutting Module
Kristi Fair, Education Module
Sidney Moore, Editing
Kaye Mitchell, Report Production
Julie Schullian, Dissemination
Hena Khan, Dissemination

Consultants (ORC Macro)

Salif Ndiaye, Field Training and Supervising
Monique Barrère, Technical Revision of Report

APPENDIX D

QUESTIONNAIRES

Questionnaire Background Information

The data in this report are produced from questions in the household schedule, individual women's and men's questionnaires, the education module (Section 7 of the individual women's questionnaire), and the service availability questionnaire (Section 4). All of the education questions are presented in this appendix. In the household schedule, the education questions are found in columns 8 through 14. These questions produced nationally representative education statistics on educational attainment levels for those over 5 years old and attendance ratios and intake ratios for those 5-24 years old. Section 1 of the individual women's questionnaire gives the questions used to produce women's educational attainment (questions 107-111) and literacy rates (114). These same questions were used to produce men's educational attainment and literacy rates. Question 112, which examines reasons for dropping out of school, was only asked of women. Section 7 of the women's questionnaire is the education module, which was asked of mothers of children 6-15. Both child-specific and general education questions were asked. Section 4 of the service availability questionnaire collected data on the location of and the closest primary school, school characteristics, and school enrollment and persistence.

SECTION 1. RESPONDENT'S BACKGROUND

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	RECORD THE TIME.	HOUR ..... ☐☐ MINUTES ..... ☐☐	
105	In what month and year were you born?	MONTH ..... ☐☐ DON'T KNOW MONTH ..... 98 YEAR ..... ☐☐☐☐ DON'T KNOW YEAR 9998	
106	How old were you at your last birthday? COMPARE AND CORRECT 105 AND/OR 106 IF INCONSISTENT.	AGE IN COMPLETED YEARS . ☐☐	
107	Have you ever attended school?	YES ..... 1 NO 2	→114
108	What is the highest level of school you attended: primary, secondary, or higher?[2]	PRIMARY ..... 1 SECONDARY 1 ..... 2 SECONDARY 2 ..... 3 PROFESSIONAL A ..... 4 PROFESSIONAL B ..... 5 HIGHER 6	
109	What is the highest (grade/form/year) you completed at that level?[2]	GRADE ..... ☐☐	
110	VERIFY 106: AGE<24 ☐ ▼ AGE≥25 ☐		→111A
111	Are you currently attending school?	YES ..... 1 NO 2	→113
111A	At what age did you stop attending school?	AGE ..... ☐☐	
112	What is the primary reason you stopped attending school?	PREGNANCY ..... 01 MARRIAGE ..... 02 CARE FOR CHILDREN/YOUTH ..... 03 FAMILY NEEDED HELP IN THE FIELD OR WORK ..... 04 COULDN'T PAY FEES ..... 05 NEEDED TO EARN MONEY ..... 06 PREFERRED TO WORK ..... 07 ENOUGH SCHOOLING ..... 08 FAILED ..... 09 DIDN'T LIKE SCHOOL ..... 10 SCHOOL INACCESSIBLE/TOO FAR . 11 OTHER ..... 96 DON'T KNOW 98	
113	CHECK 108: PRIMARY ☐ ▼ SECONDARY OR HIGHER ☐		→114A
114	Can you read a letter or newspaper easily, with difficulty, or not at all?	EASILY ..... 1 WITH DIFFICULTY ..... 2 NOT AT ALL 3	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
114A	Do you read a newspaper or magazine at least once a month?	YES ..... 1 NO 2	
115	Do you read a newspaper or magazine at least once a week?	YES ..... 1 NO 2	
115A	Do you listen to the radio?	YES ..... 1 NO 2	
116	Do you listen to the radio every day?	YES ..... 1 NO 2	
116A	How many days a week do you usually listen to the radio? RECORD ALL RESPONSES GIVEN.	MONDAY ..... A TUESDAY ..... B WEDNESDAY ..... C THURSDAY ..... D FRIDAY ..... E SATURDAY ..... F SUNDAY ..... G EVERYDAY ..... H IT DEPENDS ..... X DON'T KNOW ..... Z	
116B	How many hours do you usually listen to the radiio? RECORD ALL RESPONSES GIVEN.	LESS THAN 8 HOURS ..... A BETWEEN 8 AND 12 HOURS ..... B BETWEEN 12 AND 14 HOURS ..... C BETWEEN 14 AND 18 HOURS ..... D BETWEEN 18 AND 20 HOURS ..... E OVER 20 HOURS ..... F THE WHOLE DAY ..... G IT DEPENDS ..... X DON'T KNOW ..... Z	
116C	What type of radio programs do you usually listen to? RECORD ALL RESPONSES GIVEN.	MUSIC ..... A SPORTS ..... B NEWS ..... C COMMENTARY ..... D HEALTH PROGRAMS ..... E OTHER ..... X SPECIFY	
116	Do you watch television?	YES ..... 1 NO 2	
117	Do you watch television at least once a week?	YES ..... 1 NO 2	

SECTION 7. CHILDREN'S SCHOOLING

701	CHECK 216 and 217: ONE OR MORE LIVING CHILDREN AGED 6 TO 15 ☐ ▼ NO LIVING CHILDREN AGED 6 TO 15 ☐ → SKIP TO 801	
702	How do most children in this community get to the nearest primary school?	WALK ..... 1 BICYCLE ..... 2 CAR ..... 3 BUS/TRUCK ..... 4 BOAT ..... 5 ANIMAL ..... 6 OTHER _____ 7 (SPECIFY) DON'T KNOW ..... 8 (SKIP TO 704)
703	Using this mode of transportation, how long would it take you to get from your home to the nearest primary school?	HOURS ..... ☐☐ MINUTES ..... ☐☐ DON'T KNOW 98
704	What is the ideal number of years of schooling for a girl?	YEARS ..... ☐☐ DON'T KNOW 98
705	What is the ideal number of years of schooling for a boy?	YEARS ..... ☐☐ DON'T KNOW 98
706	ENTER THE LINE NUMBER OF EVERY LIVING CHILD BETWEEN THE AGES OF 6 AND 15 YEARS OF AGE. BEGINNING WITH THE YOUNGEST CHID, ASK THE QUESTIONS FOR EVERY CHILD BETWEEN THESE AGES. IF THERE ARE MORE THAN 3 CHILDREN BETWEEN THESE AGES, CONTINUE ON A SUPPLEMENTARY QUESTIONNAIRE. Now I would like to ask you some questions about the education of your children who are between the ages of 6 and 15 years of age. We will talk about one child at a time.	

707	COPY LINE NUMBER FROM 212	YOUNGEST CHILD AGED 6-15 LINE NUMBER ..... ☐☐	SECOND YOUNGEST CHILD AGED 6-15 LINE NUMBER ..... ☐☐	THIRD YOUNGEST CHILD AGED 6-15 LINE NUMBER ..... ☐☐
708	COPY LINE NUMBER FROM THE HOUSEHOLD QUESTIONNAIRE (IF CHILD IS NOT IN THE HOUSEHOLD, ENTER '00').	YOUNGEST CHILD AGED 6-15 LINE NUMBER ..... ☐☐	SECOND YOUNGEST CHILD AGED 6-15 LINE NUMBER ..... ☐☐	THIRD YOUNGEST CHILD AGED 6-15 LINE NUMBER ..... ☐☐

709	CHECK 212 AND 218	NAME ________ DOES NOT LIVE WITH MOTHER ☐ ▼ LIVES WITH MOTHER ☐ ▼ SKIP TO 711	NAME ________ DOES NOT LIVE WITH MOTHER ☐ ▼ LIVES WITH MOTHER ☐ ▼ SKIP TO 711	NAME ________ DOES NOT LIVE WITH MOTHER ☐ ▼ LIVES WITH MOTHER ☐ ▼ SKIP TO 711
710	Is (NAME) living in a boarding school, with (NAME)'s father, with another relative, with a non-relative, or with someone else?	BOARDING SCHOOL .... 1 FATHER .... 2 ANOTHER RELATIVE .... 3 NON-RELATIVE .... 4 SOMEONE ELSE ________ . . 5 (SPECIFY) DON'T KNOW 8	BOARDING SCHOOL .... 1 FATHER .... 2 ANOTHER RELATIVE .... 3 NON-RELATIVE .... 4 SOMEONE ELSE ________ . 5 (SPECIFY) DON'T KNOW 8	BOARDING SCHOOL .... 1 FATHER .... 2 ANOTHER RELATIVE .... 3 NON-RELATIVE .... 4 SOMEONE ELSE ________ . . 5 (SPECIFY) DON'T KNOW 8
711	Has (NAME) ever attended school?	YES .... 1 (SKIP TO 713)◄ NO .... 2 DON'T KNOW .... 8 (SKIP TO 736)◄	YES .... 1 (SKIP TO 713)◄ NO .... 2 DON'T KNOW .... 8 (SKIP TO 736)◄	YES .... 1 (SKIP TO 713)◄ NO .... 2 DON'T KNOW .... 8 (SKIP TO 736)◄
712	What are the main reasons (NAME) has never attended school? MARK UP TO 3 REASONS MENTIONED.	CHILD SICK/WEAK HANDICAPPED .... A CHILD TOO YOUNG .... B NEAREST SCHOOL TOO FAR . C LACK OF TEACHERS .... D SCHOOL DOES NOT OFFER NEEDED GRADE .... E SCHOOL FACILITY IS INADEQUATE .... F CHILD NEEDED TO LOOK AFTER YOUNGER CHILDREN .... G CHILD NEEDED TO HELP WITH OTHER DOMESTIC WORK, WORK IN FIELDS, OR TEND ANIMALS .... H CHILD NEEDED TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER .... I SCHOOL COSTS TOO HIGH/ NO MONEY TO PAY COSTS OF SCHOOLING .... J SCHOOL IS PLACE OF DELINQUENCY .... K SCHOOL NOT IMPORTANT/ NOT RELEVANT TO LIFE .... L CHILD IS NOT INTERESTED . . . M CHILD GOT MARRIED .... N [GIRLS ONLY] LOSS OF VALUES .... O [GIRLS ONLY] RISK OF PREGNANCY .... P [GIRLS ONLY] TRADITION/ CUSTOM .... Q [GIRLS ONLY] MENSTRU- ATION .... R [GIRLS ONLY] TEASING BY CLASSMATES .... S OTHER ____________ .... T (SPECIFY) (SKIP TO 736)	CHILD SICK/WEAK HANDICAPPED .... A CHILD TOO YOUNG .... B NEAREST SCHOOL TOO FAR C LACK OF TEACHERS .... D SCHOOL DOES NOT OFFER NEEDED GRADE .... E SCHOOL FACILITY IS INADEQUATE .... F CHILD NEEDED TO LOOK AFTER YOUNGER CHILDREN .... G CHILD NEEDED TO HELP WITH OTHER DOMESTIC WORK, WORK IN FIELDS, OR TEND ANIMALS .... H CHILD NEEDED TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER ...... I SCHOOL COSTS TOO HIGH/ NO MONEY TO PAY COSTS OF SCHOOLING .... J SCHOOL IS PLACE OF DELINQUENCY .... K SCHOOL NOT IMPORTANT/ NOT RELEVANT TO LIFE ... L CHILD IS NOT INTERESTED . . M CHILD GOT MARRIED .... N [GIRLS ONLY] LOSS OF VALUES .... O [GIRLS ONLY] RISK OF PREGNANCY .... P [GIRLS ONLY] TRADITION/ CUSTOM .... Q [GIRLS ONLY] MENSTRU- ATION .... R [GIRLS ONLY] TEASING BY CLASSMATES .... S OTHER ____________ ... T (SPECIFY) (SKIP TO 736)	CHILD SICK/WEAK HANDICAPPED .... A CHILD TOO YOUNG .... B NEAREST SCHOOL TOO FAR . C LACK OF TEACHERS .... D SCHOOL DOES NOT OFFER NEEDED GRADE .... E SCHOOL FACILITY IS INADEQUATE .... F CHILD NEEDED TO LOOK AFTER YOUNGER CHILDREN .... G CHILD NEEDED TO HELP WITH OTHER DOMESTIC WORK, WORK IN FIELDS, OR TEND ANIMALS .... H CHILD NEEDED TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER .... I SCHOOL COSTS TOO HIGH/ NO MONEY TO PAY COSTS OF SCHOOLING .... J SCHOOL IS PLACE OF DELINQUENCY .... K SCHOOL NOT IMPORTANT/ NOT RELEVANT TO LIFE .... L CHILD IS NOT INTERESTED . . . M CHILD GOT MARRIED .... N [GIRLS ONLY] LOSS OF VALUES .... O [GIRLS ONLY] RISK OF PREGNANCY .... P [GIRLS ONLY] TRADITION/ CUSTOM .... Q [GIRLS ONLY] MENSTRU- ATION .... R [GIRLS ONLY] TEASING BY CLASSMATES .... S OTHER ____________ .... T (SPECIFY) (SKIP TO 736)

713	At what age did (NAME) first attend school? RECORD AGE IN COMPLETED YEARS.	AGE ..... ☐☐ DON'T KNOW ..... 98 (SKIP TO 716)	AGE ..... ☐☐ DON'T KNOW ..... 98 (SKIP TO 716)	AGE ..... ☐☐ DON'T KNOW ..... 98 (SKIP TO 716)
714	CHECK 713	AGE > 7 ☐ ▼ AGE <= 7 ☐ (SKIP TO 716)	AGE > 7 ☐ ▼ AGE <= 7 ☐ (SKIP TO 716)	AGE > 7 ☐ ▼ AGE <= 7 ☐ (SKIP TO 716)
715	Why didn't (NAME) go to school when (s)he was 7 years old?	NO SCHOOL/CLASSROOMS .. 01 SCHOOL TOO FAR ..... 02 NO ROOM AT SCHOOL ..... 03 LACK OF TEACHERS ..... 04 NO RECRUITMENT OF TEACHERS ..... 05 HAD TO LOOK AFTER YOUNGER CHILDREN ..... 06 HAD TO HELP WITH OTHER DOMESTIC WORK, WORK IN FAMILY FIELDS, OR TEND ANIMALS ..... 07 HAD TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER ..... 08 SICK/WEAK/HANDICAPPED .. 09 SCHOOL COSTS TOO HIGH/ NO MONEY TO PAY COSTS OF SCHOOLING ..... 10 CHILD NOT INTERESTED .... 11 MIGRATION ..... 12 OTHER _____ ... 13 (SPECIFY) ILLNESS ..... 14 DON'T KNOW 98	NO SCHOOL/CLASSROOMS .. 1 SCHOOL TOO FAR ..... 2 NO ROOM AT SCHOOL ..... 3 LACK OF TEACHERS ..... 4 NO RECRUITMENT OF TEACHERS ..... 5 HAD TO LOOK AFTER YOUNGER CHILDREN ..... 6 HAD TO HELP WITH OTHER DOMESTIC WORK, WORK IN FAMILY FIELDS, OR TEND ANIMALS ..... 7 HAD TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER ..... 8 SICK/WEAK/HANDICAPPED .. 9 SCHOOL COSTS TOO HIGH/ NO MONEY TO PAY COSTS OF SCHOOLING ..... 10 CHILD NOT INTERESTED ... 11 MIGRATION ..... 12 OTHER _____ .. 13 (SPECIFY) ILLNESS ..... 14 DON'T KNOW 98	NO SCHOOL/CLASSROOMS ... 1 SCHOOL TOO FAR ..... 2 NO ROOM AT SCHOOL ..... 3 LACK OF TEACHERS ..... 4 NO RECRUITMENT OF TEACHERS ..... 5 HAD TO LOOK AFTER YOUNGER CHILDREN ..... 6 HAD TO HELP WITH OTHER DOMESTIC WORK, WORK IN FAMILY FIELDS, OR TEND ANIMALS ..... 7 HAD TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER ..... 8 SICK/WEAK/HANDICAPPED ... 9 SCHOOL COSTS TOO HIGH/ NO MONEY TO PAY COSTS OF SCHOOLING ..... 10 CHILD NOT INTERESTED .... 11 MIGRATION ..... 12 OTHER _____ ... 13 (SPECIFY) ILLNESS ..... 14 DON'T KNOW 98
716	What is the highest level of school that (NAME) has attended?	PRIMARY ..... 1 SECONDARY ..... 2 (SKIP TO 736)	PRIMARY ..... 1 SECONDARY ..... 2 (SKIP TO 736)	PRIMARY ..... 1 SECONDARY ..... 2 (SKIP TO 736)
717	What is the highest grade that (NAME) has completed?	GRADE ..... ☐☐	GRADE ..... ☐☐	GRADE ..... ☐☐
718	Is (NAME) currently attending primary school*?	YES ..... 1 (SKIP TO 720) NO 2	YES ..... 1 (SKIP TO 720) NO 2	YES ..... 1 (SKIP TO 720) NO 2
719	Did (NAME) attend school at any point during the current school year*?	YES ..... 1 NO ..... 2 (SKIP TO 721)	YES ..... 1 NO ..... 2 (SKIP TO 721)	YES ..... 1 NO ..... 2 (SKIP TO 721)
720	In the current school year, what grade [is (NAME) attending/did (NAME) attend]*?	GRADE ..... ☐☐ DON'T KNOW 98	GRADE ..... ☐☐ DON'T KNOW 98	GRADE ..... ☐☐ DON'T KNOW 98
721	*Did (NAME) attend school during the previous school year (i.e., during the 1997-1998** school year)*?*	YES ..... 1 NO ..... 2 (SKIP TO 723)	YES ..... 1 NO ..... 2 (SKIP TO 723)	YES ..... 1 NO ..... 2 (SKIP TO 723)

722	During the previous school year, what grade did (NAME) attend*?	GRADE ..... ☐☐ DON'T KNOW 98	GRADE ..... ☐☐ DON'T KNOW 98	GRADE ..... ☐☐ DON'T KNOW 98
723	Has (NAME) ever repeated a grade of school?	YES ..... 1 NO ..... 2 (SKIP TO 725) DON'T KNOW ..... 8 (SKIP TO 725)	YES ..... 1 NO ..... 2 (SKIP TO 725) DON'T KNOW ..... 8 (SKIP TO 725)	YES ..... 1 NO ..... 2 (SKIP TO 725) DON'T KNOW ..... 8 (SKIP TO 725)
724	How many times has (NAME) repeated grades of school?	NO. OF TIMES ..... ☐ DON'T KNOW 8	NO. OF TIMES ..... ☐ DON'T KNOW 8	NO. OF TIMES ..... ☐ DON'T KNOW 8
725	CHECK 718	YES ☐ NO ☐ (SKIP TO 728)	YES ☐ NO ☐ (SKIP TO 728)	YES ☐ NO ☐ (SKIP TO 728)
726	At what age did (NAME) stop going to school? RECORD AGE IN COMPLETED YEARS.	AGE ..... ☐☐ DON'T KNOW 98	AGE ..... ☐☐ DON'T KNOW 98	AGE ..... ☐☐ DON'T KNOW 98

*The wording of this question is appropriate when all of the fieldwork is conducted during a single school year. For alternative wording in cases where some or all of the fieldwork is done conducted between two school years, see Appendix A.

**Revise the month and year according to the close of the school year and the year the fieldwork is done.

727	What are the most important reasons (NAME) stopped attending school? MARK UP TO 3 REASONS MENTIONED.	FURTHER EDUCATION NOT IMPORTANT ..... A CHILD FAILED EXAMS OR NEEDED TO REPEAT A GRADE ..... B CHILD SICK/WEAK HANDICAPPED ..... C SCHOOL DOES NOT OFFER NEEDED GRADE ..... D LACK OF TEACHERS ..... E SCHOOL FACILITY IS INADEQUATE ..... F CHILD NEEDED TO LOOK AFTER YOUNGER CHILDREN ..... G CHILD NEEDED TO HELP WITH OTHER DOMESTIC WORK, WORK IN FIELDS, OR TEND ANIMALS ..... H CHILD NEEDED TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER ..... I CHILD IS NOT INTERESTED ... J CHILD GOT MARRIED ..... K SCHOOL COSTS TOO HIGH/ NO MONEY TO PAY COSTS OF SCHOOLING ..... L MIGRATION ..... M [GIRLS ONLY] LOSS OF VALUES ..... N [GIRLS ONLY] RISK OF PREGNANCY ..... O [GIRLS ONLY] TRADITION/ CUSTOM ..... P [GIRLS ONLY] MENSTRUATION ..... Q [GIRLS ONLY] TEASING BY CLASSMATES ..... R OTHER_____ ..... S (SPECIFY) (SKIP TO 736)	FURTHER EDUCATION NOT IMPORTANT ..... A CHILD FAILED EXAMS OR NEEDED TO REPEAT A GRADE ..... B CHILD SICK/WEAK HANDICAPPED ..... C SCHOOL DOES NOT OFFER NEEDED GRADE ..... D LACK OF TEACHERS ..... E SCHOOL FACILITY IS INADEQUATE ..... F CHILD NEEDED TO LOOK AFTER YOUNGER CHILDREN ..... G CHILD NEEDED TO HELP WITH OTHER DOMESTIC WORK, WORK IN FIELDS, OR TEND ANIMALS ..... H CHILD NEEDED TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER ..... I CHILD IS NOT INTERESTED .. J CHILD GOT MARRIED ..... K SCHOOL COSTS TOO HIGH/ NO MONEY TO PAY COSTS OF SCHOOLING ..... L MIGRATION ..... M [GIRLS ONLY] LOSS OF VALUES ..... N [GIRLS ONLY] RISK OF PREGNANCY ..... O [GIRLS ONLY] TRADITION/ CUSTOM ..... P [GIRLS ONLY] MENSTRUATION ..... Q [GIRLS ONLY] TEASING BY CLASSMATES ..... R OTHER_____ ..... S (SPECIFY) (SKIP TO 736)	FURTHER EDUCATION NOT IMPORTANT ..... A CHILD FAILED EXAMS OR NEEDED TO REPEAT A GRADE ..... B CHILD SICK/WEAK HANDICAPPED ..... C SCHOOL DOES NOT OFFER NEEDED GRADE ..... D LACK OF TEACHERS ..... E SCHOOL FACILITY IS INADEQUATE ..... F CHILD NEEDED TO LOOK AFTER YOUNGER CHILDREN ..... G CHILD NEEDED TO HELP WITH OTHER DOMESTIC WORK, WORK IN FIELDS, OR TEND ANIMALS ..... H CHILD NEEDED TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER ..... I CHILD IS NOT INTERESTED ... J CHILD GOT MARRIED ..... K SCHOOL COSTS TOO HIGH/ NO MONEY TO PAY COSTS OF SCHOOLING ..... L MIGRATION ..... M [GIRLS ONLY] LOSS OF VALUES ..... N [GIRLS ONLY] RISK OF PREGNANCY ..... O [GIRLS ONLY] TRADITION/ CUSTOM ..... P [GIRLS ONLY] MENSTRUATION ..... Q [GIRLS ONLY] TEASING BY CLASSMATES ..... R OTHER_____ ..... S (SPECIFY) (SKIP TO 736)
728	CHECK 709	LIVES WITH MOTHER ☐ ▼ DOES NOT LIVE WITH MOTHER ☐ (SKIP TO 733)	LIVES WITH MOTHER ☐ ▼ DOES NOT LIVE WITH MOTHER ☐ (SKIP TO 733)	LIVES WITH MOTHER ☐ DOES NOT LIVE WITH MOTHER ☐ ▼ (SKIP TO 733)
729	How many days in the past 2 weeks has (NAME)'s school been open?	NO. OF DAYS ..... ☐☐ DON'T KNOW 98	NO. OF DAYS ..... ☐☐ DON'T KNOW 98	NO. OF DAYS ..... ☐☐ DON'T KNOW 98
730	How many days in the past 2 weeks has (NAME) attended school?	NO. OF DAYS ..... ☐☐ DON'T KNOW 98	NO. OF DAYS ..... ☐☐ DON'T KNOW 98	NO. OF DAYS ..... ☐☐ DON'T KNOW 98
731	CHECK 729 and 730:	ANSWERS TO 729 AND 730 THE SAME ☐ ▼ ANSWERS TO 729 AND 730 DIFFERENT ☐ ▼ (SKIP TO 733)	ANSWERS TO 729 AND 730 THE SAME ☐ ▼ ANSWERSTO 729 AND 730 DIFFERENT ☐ ▼ (SKIP TO 733)	ANSWERS TO 729 AND 730 THE SAME ☐ ▼ ANSWERS TO 729 AND 730 DIFFERENT ☐ ▼ (SKIP TO 733)

732	What is the main reason (NAME) was absent from school in the last 2 weeks?	ILLNESS .... 01 BAD WEATHER .... 02 ABUSE BY TEACHERS ...... 03 CHILD DID NOT WANT TO GO .... 04 CHILD NEEDED TO LOOK AFTER YOUNGER CHILDREN .... 05 CHILD NEEDED TO HELP WITH OTHER DOMESTIC WORK, WORK IN FIELDS, OR TEND ANIMALS .... 06 CHILD NEEDED TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER ..... 07 [GIRLS ONLY] TEASING BY CLASSMATES .... 08 [GIRLS ONLY] RISK OF PREGNANCY .... 09 [GIRLS ONLY] MENSTRU-ATION .... 10 OTHER ______ ... 96 (SPECIFY) DON'T KNOW 98	ILLNESS .... 01 BAD WEATHER .... 02 ABUSE BY TEACHERS ..... 03 CHILD DID NOT WANT TO GO .... 04 CHILD NEEDED TO LOOK AFTER YOUNGER CHILDREN .... 05 CHILD NEEDED TO HELP WITH OTHER DOMESTIC WORK, WORK IN FIELDS, OR TEND ANIMALS .... 06 CHILD NEEDED TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER .... 07 [GIRLS ONLY] TEASING BY CLASSMATES .... 08 [GIRLS ONLY] RISK OF PREGNANCY .... 09 [GIRLS ONLY] MENSTRU-ATION .... 10 OTHER ______ .. 96 (SPECIFY) DON'T KNOW 98	ILLNESS .... 01 BAD WEATHER .... 02 ABUSE BY TEACHERS ...... 03 CHILD DID NOT WANT TO GO .... 04 CHILD NEEDED TO LOOK AFTER YOUNGER CHILDREN .... 05 CHILD NEEDED TO HELP WITH OTHER DOMESTIC WORK, WORK IN FIELDS, OR TEND ANIMALS .... 06 CHILD NEEDED TO WORK IN OTHER FAMILY BUSINESS OR EARN MONEY FROM ANOTHER EMPLOYER ..... 07 [GIRLS ONLY] TEASING BY CLASSMATES .... 08 [GIRLS ONLY] RISK OF PREGNANCY .... 09 [GIRLS ONLY] MENSTRU-ATION .... 10 OTHER ______ ... 96 (SPECIFY) DON'T KNOW 98
733	Does (NAME) attend a public school, a private secular school, or a private religious school?	PUBLIC .... 1 PRIVATE SECULAR .... 2 PRIVATE RELIGIOUS .... 3 OTHER______ .... 4 (SPECIFY)	PUBLIC .... 1 PRIVATE SECULAR .... 2 PRIVATE RELIGIOUS .... 3 OTHER______ ... 4 (SPECIFY)	PUBLIC .... 1 PRIVATE SECULAR .... 2 PRIVATE RELIGIOUS .... 3 OTHER______ .... 4 (SPECIFY)
734	How much do you pay per month in school fees to send (NAME) to school?	[| | | | |] FG DON'T KNOW 999998	[| | | | |] FG DON'T KNOW 999998	[| | | | |] FG DON'T KNOW 999998

735	How much does your household spend on each of these school costs for (NAME)?			
	Uniform, other clothing, and shoes bought for child to wear to school (per year)?	UNIF [ ][ ][ ][ ] FG DON'T KNOW 9998	UNIF [ ][ ][ ][ ] FG DON'T KNOW 9998	UNIF [ ][ ][ ][ ] FG DON'T KNOW 9998
	Textbook rental or purchase (per year)?	TEXT [ ][ ][ ][ ] FG DON'T KNOW 9998	TEXT [ ][ ][ ][ ] FG DON'T KNOW 9998	TEXT [ ][ ][ ][ ] FG DON'T KNOW 9998
	School bags, pens, exercise books, and other school supplies (per year)?	SUPPL [ ][ ][ ][ ] FG DON'T KNOW 9998	SUPPL [ ][ ][ ][ ] FG DON'T KNOW 9998	SUPPL [ ][ ][ ][ ] FG DON'T KNOW 9998
	Boarding and lodging fees	BOARD [ ][ ][ ][ ] FG DON'T KNOW 9998	BOARD [ ][ ][ ][ ] FG DON'T KNOW 9998	BOARD [ ][ ][ ][ ] FG DON'T KNOW 9998
	Transport, food and incidentals (per day)?	TRANS [ ][ ][ ][ ] FG DON'T KNOW 9998	TRANS [ ][ ][ ][ ] FG DON'T KNOW 9998	TRANS [ ][ ][ ][ ] FG DON'T KNOW 9998
	Tutoring (per month)?	TUTOR [ ][ ][ ][ ] FG DON'T KNOW 9998	TUTOR [ ][ ][ ][ ] FG DON'T KNOW 9998	TUTOR [ ][ ][ ][ ] FG DON'T KNOW 9998
	Additional money for teacher (per month)?	TCHR MONEY [ ][ ][ ][ ] FG DON'T KNOW 9998	TCHR MONEY [ ][ ][ ][ ] FG DON'T KNOW 9998	TCHR MONEY [ ][ ][ ][ ] FG DON'T KNOW 9998
	Other expenses (per year)?	OTHR [ ][ ][ ][ ] FG SPECIFY _____	OTHR [ ][ ][ ][ ] FG SPECIFY _____	OTHR [ ][ ][ ][ ] FG SPECIFY _____
	(IF NOTHING SPENT ON AN EXPENSE, ENTER '0000')			

736	RETURN TO 707 FOR NEXT CHILD; IF THERE ARE NO MORE CHILDREN BETWEEN THE AGES OF 6 AND 15, GO TO 737.

737	What is the most difficult primary school expense for you to pay?	NONE OF THE EXPENSES IS HARD TO PAY ..... 01 SCHOOL FEES _____ ..... 02 (SPECIFY TYPE OF FEE) UNIFORM AND OTHER SCHOOL CLOTHING ..... 03 TEXTBOOKS ..... 04 SUPPLIES ..... 05 BOARDING/LODGING ..... 06 TRANSPORTATION AND POCKET MONEY ..... 07 TUTORING ..... 08 ADDITIONAL MONEY FOR TEACHER ..... 09 ALL COSTS ARE DIFFICULT TO PAY ..... 10 OTHER _____ ..... 96 (SPECIFY)

738	Who has the final say in your family on the following issues—you or your husband/partner, both you and your husband/partner, or someone else?	RESP. / HUSB/ PARTN. / BOTH / ELSE
	Whether children attend school	ATTEND..... 1 2 3 4 (_____)
	What age children first go to school	AGE..... 1 2 3 4 (_____)
	How much money to spend on education	MONEY..... 1 2 3 4 (_____)
	When children stop attending school	STOP..... 1 2 3 4 (_____)
739	Are school textbooks readily available in your community?	YES ..... 1 NO ..... 2 DON'T KNOW 8
740	Have you or anyone in your family ever contributed any of the following to a primary school?	YES / NO / DON'T KNOW
	Money for school or teacher housing construction or maintenance, or for any other school projects (not including school fees)	MONEY..... 1 2 8
	Labor to support or maintain school buildings or grounds	LABOR..... 1 2 8
	Land for school use	LAND..... 1 2 8
	Food for teachers	FOOD..... 1 2 8
	Other	OTHER..... 1 _____ (SPECIFY)
741	Who paid for and built [the school in your community/the school that your child attends]?	THE GOVERNMENT ..... 1 PARENTS ..... 2 THE GOVERNMENT AND PARENTS ..... 3 OTHER _____ (SPECIFY) ..... 6 DON'T KNOW 8
742	Have you or someone in your family contributed money or in kind support to a teacher at the primary school [the primary school in your community/the primary school that your child attends]?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8 (GO TO 744)
743	What kind of contribution or support was made?	MONEY ..... A LODGING ..... B LAND ..... C FOOD ..... D OTHER _____ (SPECIFY) X
744	Who pays the salaries of primary school teachers in [the school in your community/the school that your child attends]?	THE GOVERNMENT ..... 1 PARENTS ..... 2 THE GOVERNMENT AND PARENTS ..... 3 OTHER _____ (SPECIFY) ..... 6 DON'T KNOW 8
745	Does [the primary school in your community/the primary school that your child attends] have a Parent Teacher Association?	YES ..... 1 NO ..... 2 DON'T KNOW ..... 8 (GO TO 801)

746	Do you know any of the members of the Parent Teacher Association of [the primary school in your community/the primary school that your child attends]?	YES ..... 1 NO 2
747	Can you tell me the name of an activity that the Parent Teacher Association has already done or is in the process of doing to help [the primary school in your community/the primary school that your child attends]?	CONSTRUCTING CLASSROOMS ..... A UPKEEP OF THE SCHOOL ..... B BUYING EQUIPMENT ..... C ASSISTING TEACHERS ..... D OTHER _____ (SPECIFY) ..... X DON'T KNOW ..... Z

No.	QUESTIONS	CODES	
133	What is the shortest distance (in km.) between (NAME OF THE LOCALITY) and the following places: The primary school? The secondary school? The post office? The local market? The bank (crédit rural, mutuel, Pride)? The bus station? IF IN THE LOCALITY, ENTER "00"; IF NOT ENTER KILOMETERS. IF "DK", ENTER "98". IF MORE THAN 95 KM., ENTER "95".	KILOMETRES PRIMARY SCHOOL..... |_|_| SECONDARY SCHOOL..... |_|_| POST OFFICE..... |_|_| LOCAL MARKET..... |_|_| BANK..... |_|_| BUS STATION..... |_|_|	

SECTION 4. PRIMARY SCHOOLS IN THE LOCALITY

INTERVIEWER: Now we are going to speak a little bit about the primary schools that you mentioned a little while ago.

No.	QUESTIONS	CODES	SKIP
401	What is the name of the closest primary school?	NAME _____	
402	Where is (NAME OF PRIMARY SCHOOL)?	IN THIS LOCALITY.....1 IN ANOTHER LOCALITY.....2	→406
403	What is the name of this other locality?	NAME_____ ☐☐	
404	Is this locality in the same district/neighborhood?	YES.....1 NO.....2	→406
405	Is this locality in the same sub-prefecture or commune?	YES.....1 NO.....2	
406	How far is it (in kms.) from here ? (ENTER "00" IF LESS THAN 1 KILOMETER. IF THE DISTANCE IS BETWEEN 1 AND 94 KILOMETERS, ENTER THE NUMBER GIVEN. IF THE DISTANCE IS 95 KMS OR MORE, ENTER "95").	KILOMETERS..... ☐☐ DON'T KNOW.....98	
407	Do most parents send their children to (NAME OF THE PRIMARY SCHOOL)?	YES.....1 NO.....2	→409
408	What is the principal reason that parents don't send their children to this school?	SCHOOL TOO FAR.....01 CLASS SIZE TOO LARGE.....02 SCHOOL IS POOR QUALITY.....03 SCHOOL DOES NOT TEACH WHAT SHOULD BE TAUGHT.....04 TEACHERS OFTEN ABSENT.....05 CAN'T PAY FEES/(FOR) SCHOOL SUPPLIES.....06 CAN'T PAY OTHER COSTS (UNIFORM, OTHER REQUIRED ITEMS).....07 NOT SAFE.....08 EDUCATION IS NOT CONSIDERED NECESSARY.....09 PARENTS NEED CHILDREN TO WORK.....10 OTHER _____ 96 (SPECIFY)	
409	Do most parents send their girls to (NAME OF THE PRIMARY SCHOOL)?	YES.....1 NO.....2	→411
410	What is the principal reason that parents don't send their daughters to this school?	SCHOOL TOO FAR.....01 CLASS SIZE TOO LARGE.....02 SCHOOL IS POOR QUALITY.....03 SCHOOL DOES NOT TEACH WHAT SHOULD BE TAUGHT.....04 TEACHERS OFTEN ABSENT.....05 CAN'T PAY FEES/(FOR) SCHOOL SUPPLIES.....06 CAN'T PAY OTHER COSTS (UNIFORM, OTHER REQUIRED ITEMS).....07 NOT SAFE/FEAR OF PREGNANCY.....08 EDUCATION IS NOT CONSIDERED NECESSARY.....09 PARENTS NEED GIRLS TO WORK.....10 OTHER _____ 96 (SPECIFY)	

No.	QUESTIONS	CODES	SKIP
411	What's the most common mode of transportation that students use to get to (NAME OF THE PRIMARY SCHOOL)?	ON FOOT.....01 BICYCLE.....02 PUBLIC TRANSPORT.....03 SCHOOL BUS.....04 CAR.....05 CANOE/DOUGOUT/PIROGUE.....06 OTHER_____96 (SPECIFY)	→413
412	How much time does it take to get to (NAME OF THE PRIMARY SCHOOL) using the most common mode of tranportation? (RECORD TIME IN MINUTES)	MINUTES..... ☐☐ DON'T KNOW.....98	
413	How long does it take a student in first grade to walk to (NAME OF THE PRIMARY SCHOOL)? (RECORD TIME IN MINUTES)	MINUTES..... ☐☐☐ DON'T KNOW.....998	
414	Is this school public, private, or religious?	PUBLIC SCHOOL.....1 SECULAR PRIVATE SCHOOL.....2 RELIGIOUS PRIVATE SCHOOL.....3	
415	Are girls and boys taught in the same classroom at (NAME OF THE PRIMARY SCHOOL)?	YES.....1 NO.....2	
416	Are several grades taught at the same time in the same classroom by the same teacher?	YES.....1 NO.....2	
417	Does (NAME OF THE PRIMARY SCHOOL) have one school building, more than one school building, or no school building at all?	ONE BUILDING.....1 MORE THAN ONE BUILDING.....2 NO BUILDING.....3	→420
418	Are classes generally held in the school building(s)?	YES.....1 NO.....2	→421
419	Why aren't classes generally held inside the school building(s)?	NOT ENOUGH SPACE.....1 TOO HOT.....2 BUILDING UNSAFE.....3 OTHER_____4 (SPECIFY)	
420	Where are classes generally held?	IN ANOTHER BUILDING.....1 OUTSIDE TENTS.....2 CABANAS/SHELTERS.....3 UNDER TRESS.....4 OTHER_____5 (SPECIFY)	→424
421	Is (are) are the school building(s) large enough to hold all of the students?	YES.....1 NO.....2	
422	Does the school have: Desks for the students? Communal bathrooms? Separate bathrooms for girls and boys? Windows? Electricity?	YES NO DK DESKS 1 2 8 COMMUNAL BATHROOMS 1 2 8 SEPARATE BATHROOMS 1 2 8 WINDOWS 1 2 8 ELECTRICITY 1 2 8	→423
423	What is the condition of the building(s) where classes are held?	GOOD.....1 AVERAGE.....2 POOR.....3	

No.	QUESTIONS	CODES	SKIP
424	What is the principal source of drinking water used by the students when they are at school?	TAP WATER.....01 WELL WATER.....02 SURFACE WATER (SPRING,RIVER)....03 RAIN WATER.....04 WATER TANKER.....05 WATER VENDOR.....06 NONE.....07 OTHER_____96 (SPECIFY)	
425	What grades are there this year at (NAME OF THE PRIMARY SCHOOL)? [CIRCLE ALL THE GRADES THAT EXIST AT THE SCHOOL]	GRADE 1 2 3 4 5 6	
426	CHECK 425: IF NOT ALL THE GRADES ARE CIRCLED IF ALL THE GRADES ARE CIRCLED → 439		
427	Is there another school in your locality or a neighboring locality that offers the primary grades that are not available at (NAME OF THE PRIMARY SCHOOL)?	SAME LOCALITY.....1 → 431 NEIGHBORING LOCALITY.....2 NO.....3 → 439 DON'T KNOW.....8 → 439	
428	What is the name of this locality?	NAME_____ ☐☐ _____	
429	Is this locality in the same district?	YES.....1 → 431 NO.....2	
430	Is this locality in the same sub-prefecture or commune?	YES.....1 NO.....2	
431	How far is it (in kms.) from here ? (ENTER "00" IF LESS THAN 1 KILOMETER. IF THE DISTANCE IS BETWEEN 1 AND 94 KILOMETERS, ENTER THE NUMBER GIVEN. IF THE DISTANCE IS 95 KMS OR MORE, ENTER "95").	KILOMETERS..... ☐☐ DON'T KNOW.....98	
432	What's the most common mode of transportation that students use to get to (NAME OF THE PRIMARY SCHOOL)?	SCHOOL BUS.....01 PRIVATE CAR.....02 PUBLIC TRANSPORT.....03 BICYCLE.....04 CANOE/DOUGOUT/PIROGUE.....05 ANIMAL'S BACK.....06 ON FOOT.....07 → 434 OTHER_____96 (SPECIFY)	
433	How much time does it take to get to (NAME OF THE PRIMARY SCHOOL) using the most common mode of tranportation? (RECORD TIME IN MINUTES)	MINUTES..... ☐☐ DON'T KNOW.....98	
434	How long does it take a student in first grade to walk to (NAME OF THE PRIMARY SCHOOL)? (RECORD TIME IN MINUTES)	MINUTES..... ☐☐☐ DON'T KNOW.....998	
435	Do most parents send their children to (NAME OF THE PRIMARY SCHOOL)?	YES.....1 → 437 NO.....2	

No.	QUESTIONS	CODES	SKIP
436	What is the principal reason that parents don't send their children to this school?	SCHOOL TOO FAR.....01 CLASS SIZE TOO LARGE.....02 SCHOOL IS POOR QUALITY.....03 SCHOOL DOES NOT TEACH WHAT SHOULD BE TAUGHT.....04 TEACHERS OFTEN ABSENT.....05 CAN'T PAY FEES/(FOR) SCHOOL SUPPLIES.....06 CAN'T PAY OTHER COSTS (UNIFORM, OTHER REQUIRED ITEMS).....07 NOT SAFE.....08 EDUCATION NOT CONSIDERED NECESSARY.....09 PARENTS NEED CHILDREN TO WORK.....10 OTHER _____ 96 (SPECIFY)	
437	Do most parents send their girls to (NAME OF THE PRIMARY SCHOOL)?	YES.....1 NO.....2	→439
438	What is the principal reason that parents don't send their girls to this school?	SCHOOL TOO FAR.....01 CLASS SIZE TOO LARGE.....02 SCHOOL IS POOR QUALITY.....03 SCHOOL DOES NOT TEACH WHAT SHOULD BE TAUGHT.....04 TEACHERS OFTEN ABSENT.....05 CAN'T PAY FEES/(FOR) SCHOOL SUPPLIES.....06 CAN'T PAY OTHER COSTS (UNIFORM, OTHER REQUIRED ITEMS).....07 NOT SAFE/FEAR OF PREGNANCY.....08 EDUCATION IS NOT CONSIDERED NECESSARY.....09 PARENTS NEED GIRLS TO WORK.....10 OTHER _____ 96 (SPECIFY)	

We have talked about specific primary schools. Now I would like to talk with you about the children of your locality.

No.	QUESTIONS	CODES	SKIP
439	In general, among the children of your locality, does the same number of girls as boys enroll in first grade?	YES.....1 NO, MORE BOYS THAN GIRLS.....2 NO, MORE GIRLS THAN BOYS.....3	
440	Does the same number of girls as boys finish primary school?	YES.....1 NO, MORE BOYS THAN GIRLS.....2 NO, MORE GIRLS THAN BOYS.....3	→443 →442
441	What is the principal reason that boys do not finish primary school?	SCHOOL TOO FAR.....01 CLASS SIZE TOO LARGE.....02 SCHOOL IS POOR QUALITY.....03 SCHOOL DOES NOT TEACH WHAT SHOULD BE TAUGHT.....04 TEACHERS OFTEN ABSENT.....05 CAN'T PAY FEES/(FOR) SCHOOL SUPPLIES.....06 CAN'T PAY OTHER COSTS (UNIFORM, OTHER REQUIRED ITEMS).....07 NOT SAFE.....08 FURTHER EDUCATION IS NOT CONSIDERED NECESSARY.....09 PARENTS NEED CHILDREM TO WORK.....10 REPEATED FAILURES/LAZY.....11 OTHER _____ 96 (SPECIFY)	→443

No.	QUESTIONS	CODES	SKIP
442	What is the principal reason that girls do not finish primary school?	SCHOOL TOO FAR.....01 CLASS SIZE TOO LARGE.....02 SCHOOL IS POOR QUALITY.....03 SCHOOL DOES NOT TEACH WHAT SHOULD BE TAUGHT.....04 TEACHERS OFTEN ABSENT.....05 CAN'T PAY FEES/(FOR) SCHOOL SUPPLIES.....06 CAN'T PAY OTHER COSTS (UNIFORM, OTHER REQUIRED ITEMS).....07 NOT SAFE/FEAR OF PREGNANCY.....08 FURTHER EDUCATION NOT CONSIDERED NECESSARY.....09 PARENTS NEED CHILDREM TO WORK.....10 REPEATED FAILURES/LAZY.....11 MARRIAGE.....12 PREGNANCY.....13 OTHER _____ 96 (SPECIFY)	
443	Of the following choices, name the two that, according to you, would have the most impact in increasing the number of boys who attend school? - start public awareness campaigns - improve parent's working conditions so that children do not have to assume domestic tasks - find resources for constructing and repairing schools - lower the cost of school - create revenue generating activities - improve means of transportation - offer all primary grades in the same school - reinforce/improve school personnel	PUBLIC AWARENESS CAMPAIGN.....A IMPROVE WORKING CONDITIONS.....B FIND RESOURCES.....C LOWER COSTS.....D REVNEUE GENERATING ACTIVITIES...E IMPROVE TRANSPORTATION.....F ALL PRIMARY GRADES IN SCHOOL....G IMPROVE PERSONNEL.....H	
444	Of the following choices, name the two that, according to you, would have the most impact in increasing the number of girls who attend school? - start public awareness campaigns - improve parent's working conditions so that children do not have to assume domestic tasks - find resources for constructing and repairing schools - lower the cost of school - create revenue generating activities - improve means of transportation - offer all primary grades in the same school - reinforce/improve school personnel	PUBLIC AWARENESS CAMPAIGNS.....A IMPROVE WORKING CONDITIONS.....B FIND RESOURCES.....C LOWER COSTS.....D REVENUE GENERATING ACTIVITIES...E IMPROVE TRANSPORTATION.....F ALL PRIMARY GRADES IN SCHOOL....G IMPROVE PERSONNEL.....H	
445	Has your community as a whole given material support to the primary school, such as building classrooms, supervising teachers, buying books, etc.?	YES.....1 NO.....2 →	SEC.5
446	What type of association is responsible for the type of material support?	PTA.....A CITIZEN'S ASSOCIATION.....B RELIGIOUS GROUPS.....C NGO.....D OTHER _____ E (SPECIFY)	
447	How is this material support collected?	YES NO	
	Each family that has a child in school pays dues?	1 2	
	Every family in the community pays dues?	1 2	
	The whole community participates in collecting funds?	1 2	
	Other means of collection?	1 2	